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HEARINGS BEFORE THE SPEAKER'S COMMISSION ON PAGES

HEARINGS

BEFORE THE

SPEAKER'S COMMISSION ON PAGES
HOUSE OF REPRESENTATIVES

NINETY-SEVENTH CONGRESS

SECOND SESSION

JULY 21, 22, 27, 28; AUGUST 4, 1982

Printed for the use of the
Speaker's Commission on Pages

97-267 O

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON : 1982

H961-6

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REVIEW OF THE PAGE SYSTEM

WEDNESDAY, JULY 21, 1982

House of Representatives,
The Speaker's Commission on the Pages,
Washington, D.C.

The commission met, pursuant to notice at 10 a.m., in room H-128, the Capitol, Hon. Bill Alexander (chairman) presiding.

Mr. **Alexander**. The commission will come to order.

The Chair will make an opening statement, after which he will call on the other commissioners for opening remarks, before we hear from our first witness.

Last week the Speaker of the House and minority leader appointed this Commission on Pages, instructing it to review the page system in all its aspects, including whether it should be continued, the need for supervised housing and the need, if any, for improved education.

We were directed to report back recommendations on these matters as soon as possible. Appointed to the commission, in addition to myself as chairman, were my colleagues, the Hon. John Myers from Indiana; Mr. James Molloy, the Doorkeeper of the House, to my right; Mr. Joel Jankowsky, to my left; and our former esteemed colleague, Mr. Charles Wiggins, who is enroute and will be here in a few minutes.

The commission wants to inquire into the dimensions of its task. Unquestionably, recent events do require the House to look carefully at its page system in order to determine any changes that need to be made to improve the page system for the future.

It is important to clarify at the outset, however, that the commission's mandate is limited in its scope, and is not intended to duplicate the present inquiry of the House Committee on Standards of Official Conduct.

Our purpose is to inquire into the present duties and procedures of the selection, housing, education, and supervision of the House pages, and to report the findings and recommendations to the Speaker of the House as soon as we can.

The commmission faces two fundamental questions. The first is whether or not the page sysem should be continued. The second is, if not, how should it be reformed. If the page system is to be discontinued, we must then determine with what to replace it. On the other hand, if it is to be continued, then we must determine those reforms that will assure its viability.

In approaching these tasks, the commission intends to give serious consideration to all possible alternatives to the existing system, and as well to whatever modifications may be called for if some variation of the existing system were to be retained.

In furtherance of these purposes, we are today hearing testimony and gathering information from concerned and interested House members and from others. In a very few minutes we will hear our lead witness, Dr. Roger Davidson, the senior specialist in American National Government with the Congressional Research Service.

At our request, Dr. Davidson will review for us the history of the pages in the U.S. Congress, and shall tell us, as we shall learn, while pages are a time-honored tradition in the Congress, they have been the subject of congressional inquiry before.

Through the years, debate has ranged over the appropriate age, whether there should be female as well as male pages, problems connected with their housing, the difficulties of providing education for high school age pages, and then the very, very difficult matter of their supervision.

In the time available to it, the commission hopes to look into all these matters and to report its findings to the leadership. In this we fully expect to benefit from hearing the several witnesses who will be appearing before us, and who will provide us with their own thinking and proposals. All of this should assist us in our deliberations as a commission.

With the assistance of the Congressional Research Service, we have, as well, compiled materials and past studies of the congressional page systems. These two will be reviewed in our search for changes that should be recommended.

Before proceeding to our first witness, I want to recognize my fellow commissioners for the work that they have done thus far, and I would like to recognize them as we all strive after remedies and resolutions to the issues on our agenda. I know that, like me, each is dedicated to seeking after such changes as may be prudent as necessary in order to have a page system for the future that meets the needs both of the Congress and those who serve as pages.

Above all, if continued, we aim to reassure parents of future pages that the system to which they entrust their sons and daughters has integrity and adequately provides for their children's education, housing and supervisory needs.

I will now recognize my colleague, the Honorable John Myers of Indiana, for any statement which he would like to make.

Mr. MYERS. Thank you, Mr. Chairman.

I don't have a prepared statement. I think all are aware of the necessity for this commission. It is a task that we have undertaken, one which is late in coming. It has been identified recently by certain accusations made through the press, and we have concluded that we need to make some improvement in the page system.

Our pages through the years, almost 200 years, have done a very fine job. We need to commend our pages individually, the great majority of them have done a fine job for the Congress, and it is too bad those that have served, do now serve and will serve have been clouded by the accusations that have been made. But that doesn't take away from the need that we constantly must improve the page system.

So this is the purpose of the commission. We go into this task with no preconceived decisions over whether we keep the pages or what modifications we will make. We do solicit help from Members, from others who have served, anyone who has an interest in the page program—and we all certainly do have—who might add to make our decision a little easier and a little more meaningful. So we do solicit the help of individuals wherever they be, and they should come forth either through appearing before our committee or submitting written testimony.

Thank you, Mr. Chairman.

Mr. **Alexander**. Thank you, Mr. Myers.

The Doorkeeper of the House, Mr. James Molloy.

Mr. **Molloy**. Thank you, Mr. Chairman.

It is with both concern and eagerness that I join with you to serve on this commission at the request of the Speaker and Minority Leader.

Since becoming Doorkeeper, I have had the pleasure of working with approximately 2,000 young men and women from all 50 States, the District of Columbia, and the Territories, and I assure you it is common knowledge that the vast majority are hardworking, dedicated young Americans. Consequently, the allegations of the past weeks are most upsetting personally.

The alleged conduct—I repeat—the alleged conduct of a few pages should in no way be permitted to tarnish the image of thousands of young men and women who have served the House of Representatives for more than 100 years and hopefully will not diminish the the ambitions of all young men and women across the country who aspire to be pages.

For the past 7 years, the daily responsibility for the well-being of these young high school students who serve the Congress as pages has been an increasingly worrisome problem to myself and to the others around here.

While the record clearly establishes my strong and consistent advocacy of the page system of the House, my recorded testimony before the special legislative committee and appropriations subcommittee contains urgent pleas, year after year, that long overdue modifications be made to the system, particularly in the critical areas of housing and off-the-floor supervision.

My steady commitment to the proud tradition of the page system does not preclude my approaching the issues of this study with an open mind.

I remain convinced that only the assurance of the highest possible personal, civic and educational benefits being realized by these young Americans vindicates the continuation of the page system—in any form whatsoever.

I thank you, Mr. Chairman.

Mr. **Alexander**. Mr. Jankowsky.

Mr. **Jankowsky**. Thank you, Mr. Chairman. I would like to first to thank the Speaker for the opportunity to serve on this commission, and to be able to work with you and the other Members. We have been charged with the duty of examining pressing problems which probably should have been addressed long before the uproar of the preceeding weeks.

I expect that while we will examine all facets of the page system, I hope that we will focus particularly on its constructive aspects in our search for possible alternatives and modifications. We must be careful in our deliberations to balance the need to provide adequate services to the House with the need to furnish a unique educational experience for the young men and women of our Nation.

Thank you.

Mr. ALEXANDER. Thank you very much.

Mr. Wiggins' statement will be accepted later when he appears.

Mr. ALEXANDER. Now we will call on Dr. Davidson, who has been asked by the commission to review the history of the page system, and to present a short overview and background of that system for the benefit of the commission as well as the American people.

Dr. Davidson.

STATEMENT OF ROGER DAVIDSON, SENIOR SPECIALIST IN AMERICAN GOVERNMENT AND PUBLIC ADMINISTRATION, CONGRESSIONAL RESEARCH SERVICE

Mr. DAVIDSON. Mr. Chairman and members of the commission, I appreciate the opportunity to be here this morning. I have a formal statement which I would ask be included in the record of the committee.

Mr. ALEXANDER. The statement may be admitted, without objection, in its entirety, and we would be pleased if you would refer to any part thereof.

Mr. DAVIDSON. I think my task this morning is to set the scene for the work of this commission. I do not appear before you as an expert on the current operations of the page system. You will have witnesses who will address that question. I am certainly not here, as you know, to advocate a particular solution that may exist for the problems.

What I would like to do, however, is review the record, the historical record and the background of the congressional page system. Most of the material that I will present this morning is distilled from a large notebook of materials which my colleagues at CRS prepared for this commission late last week. I would like to say at least for myself that I appreciate their work in assembling this material for my presentation.

In examining the history of the congressional page system, one cannot resist the old adage that there is nothing new under the Sun. At least over the last 40 years, there have been at least seven special inquiries of one kind or another that I could find in the various aspects of the page system, not to mention other studies and suggestions by individual members. There are at least four different inquiries going on now on Capitol Hill.

Messengers have been used since the very first Congress met in 1789. The House started using young boys as messengers before the Capitol moved to Washington in 1800. The number of pages fluctuated a great deal. In the late 1820s the Senate began using young boys as pages. Tradition has it that Daniel Webster appointed the first page, who was a 9-year-old boy. Before that time, the Senate and even the House had used adult messengers as well as pages.

It is fair to remember, I think, that during most of our history, the pages' duties were more arduous than they are today. There were inkwells to be filled and sandboxes and trimming the lamps. There were riding pages who carried messages between the Hill and downtown, and so there were a lot of functions that were performed by pages during our history that are not performed today.

It should be remembered, too, that Washington was a part-time, transient town in those days. Most of the pages as well lived in boarding houses in the area.

Most legislatures in the United States today seem to have some kind of page system, although the practices vary. We did a study several years ago, and we found that some States like California have dispensed with their page system, and use regular full-time employees. There are States that use mainly college-age students, primarily from the capital city. Some other States appoint high-school students, typically for short periods of time, 1 week, 2 weeks, that kind of thing.

It should be remembered, of course, that State legislatures are in session less for shorter periods of time than the Congress is. Some States, like Minnesota, seem to have a combination of systems, using regular employees, retired persons, high school students, and college and graduate students.

In other legislatures around the world, it appears from our survey that the majority of them use regular employees for messengers, if they have such a system at all. A number of legislatures use retired employees, as done in Japan and Great Britain. In Canada they do have similar page systems to the one we have here.

In other words, although the page system is a venerable tradition, there are a variety of different forms of page or messenger systems: younger students, that is, high school students, from let's say 14 to 18; college students or even graduate or law students; using regular employees; using retired people; or having no special system at all, relying on regular employees. So there are a range of alternatives that emerge from present and past practices.

At one hypothetical extreme it is possible that the House could decide that it could do without the system of pages altogether. Technology has removed many of the pages' historic tasks and may remove others. Moreover, we have larger staffs today than we did in the days when Members of Congress sat at their desks. They had desks, each one of them, when they did most of their correspondence.

Another alternative would be to substitute a messenger service of regular employees. This apparently is done in the State of California, and in a number of legislative assemblies throughout the world.

The other alternative, of course, would be to continue some system using young people, either high school boys and girls, or men and women, or perhaps college-age students, as has been proposed in the past. And if it is decided to use young people, then there are three leading concerns that have been voiced over and over in congressional studies. One is what kind of education do we have to provide or can we provide. Second, what sort of housing and supervision can be provided for these young people? And there is a final problem as well that I will address at the end, that is, the management of the system. What should be the organization of the management of the system?

I would like to address these questions in order, drawing again, as I said, on studies that have cropped up mainly in the last 40 years.

From time to time there have been proposals to change the nature of the page system by altering ages or terms or requirements of the pages, or changing the patronage system. The most comprehensive House survey was conducted in 1964 by a special committee chaired by Representative Edith Green of Oregon, who was herself a former schoolteacher. The Green committee considered two alternatives: One, continuing to use high school students, and, two, moving to college students.

The committee never could quite decide between those two alternatives. They did suggest that whichever alternative was selected, there should be certain guidelines: First, that if the House was going to use high school students, they use only juniors and seniors, that is, 16 through 18 years of age. This the House did, while the Senate retained its earlier provision and still accepts some students as young as 14.

The committee also recommended tighter academic requirements, and suggested that pages might be chosen through some nationwide competitive examination that would be held in congressional districts. I guess it would be analogous to the examinations for military service academies. The committee also rcommended a relatively short term of appointment, ranging from one semester to one calendar year.

The committee also endorsed the idea of using college students. As I say, they did not quite decide which alternative the House should adopt. There again, they recommended that students serve for relatively short periods of time, and they said that academic programs could be provided in the Washington area for college students, either unstructured programs where the students would enroll in local universities, or special programs run by people in various colleges and universities.

In January 1966, the Joint Committee on the Organization of the Congress recommended that pages be limited to persons who have completed their high school education but were not over the page of 21.

The Senate's Commission on the Operation of the Senate in 1976, the Culver Commission, recommended either replacing the pages with full-time employees or modifying the current system and placing recruitment on a merit system similar to the service academies.

There continues to be proposals to hire college-age or older students. The argument is that older students are better able to cope with the challenge of living in Washington, and that they would not need as much in terms of special education or residential facilities. A local newspaper editorial earlier this month said "college students would learn more, perform well, and need no special school or supervised living arrangements."

Others have expressed reservations about entrusting these chores to college-age students. The argument has been made repeatedly that older students would be less patient with the routine tasks, that they might have less motivation, and that they might be more interested in the substantive aspects of the legislative process and perhaps not be as willing to do the chores that the pages have to do.

There is one other suggestion for more mature pages, which comes from Representative Claude Pepper. That is to have retired persons, senior citizens, serve as pages. I believe they do that in some legislatures around the world. There are, again, pros and cons of this proposal.

If it is decided to retain a system based on young people, then we would move to other kinds of questions, and I would like to outline some of the problems that have been identified over the years.

First of all, the problem of education. In the 19th century this was no problem because there were no compulsory school laws, but Congress dealt itself this problem in the 1920's when it passed a compulsory school law for the District of Columbia. At that time schooling began to be arranged. For many years there was a school over in the Capitol basement, and apparently the conditions were something out of Dickens, as former Senator Harold Burton said.

In 1946, the landmark Legislative Reorganization Act provided for schooling for the pages—either schooling through the District of Columbia, through the page school, or reimbursed education if the student wanted to go to a private or parochial school. Since 1949 that page school has been housed over in the Library of Congress' Jefferson Building.

There was only one oversight hearing that dealt directly and solely with the page school, and that was in 1976. Representative William Lehman chaired the House Education and Labor Committee's Subcommittee on Elementary, Secondary and Vocational Education. Many of the students, according to a survey that that subcommittee conducted, judged the Capitol page school harshly in comparison with the schools they had previously attended. I have included some of the figures from that survey in my statement.

These hearings also emphasized the very difficult educational challenge that is faced by the principal and the staff of that school. I think it is fair to say that the studies of the educational component of the Capitol page system tend to agree on the following points.

First, it is very difficult to provide a solid academic program in a single self-contained school for 100 or so pages who range in age from 14, permitted by the Senate, to 18, and high school grades 9 through 12.

Second, it is very difficult to provide a traditional high school academic program between 6:15 a.m., and an hour or so before the House or Senate convenes.

Third, the question has been raised whether a page should spend his or her entire school career, high school career, at the Capitol Page School.

Fourth, there have been questions raised about the adequacies of the school facilities in the Library of Congress, library facilities strangely enough—that is, library facilities for the school itself, laboratories, gymnasiums, and so on.

Finally, questions have been raised about whether and to what extent the pages' unique activities in the Capitol for the House and Senate are meshed into their educational activities over in the Capitol Page School.

Many studies suggest that it might be desirable to have a single year academic program, an innovative program that would involve the page's experience working on Capitol Hill and mesh with their educational experience. There is also the feeling in some of the recent studies that many potential pages would prefer to graduate with their regular high school classes in their home States and towns. It is my understanding that the other body is weighing a plan which would focus on the 11th grade as the year for the page experience.

A number of Members have questioned whether the high school experience is inherently compatible with the page experience. This is one issue that may be raised in these hearings. Congressman Fascell, for example, has made this point. He relates that his pages, and maybe those of other Members as well, are selected through more or less competitive screening in his home district. It is my understanding that, rather than enrolling in the page school, they maintain contact with their home high schools throughout the time that they are here.

The question which this commission may wish to address is whether the complaints that were voiced about the school in the 1976 hearings are still valid, or perhaps whether they were ever valid. The most recent study seems to be a 1979 report of the General Accounting Office, which concluded that the pages were receiving an "adequate" education at the school. However, there were serious limitations that were identified: short classes, irregular class attendance, lack of supervised study, limited facilities, limited access to reference material, limited course offerings, limited student activities. I should add that this was not a conclusion of GAO itself, but of an Office of Education advisory panel which they consulted.

The issue of housing is closely related to the issue of the page school itself. I can only quote to you from a page who wrote in the 1942 yearbook of the page school, called the Congressional, that "The fondest wish of all pages was a home of our own." He told in detail about the conditions of housing, and he said what the pages sought was "a home where they can live comfortably and happily together within a reasonable vicinity of the Capitol under the supervision of capable persons who would act as parents and general overseers." He concluded with this plea: "Perhaps there is some person or organization looking for just such a project? Perhaps the Government would erect such a home for pages?"

Indeed, this issue has come up repeatedly. Forty years after this page wrote that in the yearbook, in March 1982, the Capitol pages had their annual mock legislature. The first measure that they considered, and it passed unanimously, was to erect some kind of residential page facility.

In fact, Congress has considered this over and over again. Congresswoman Green recommended either a residential page school or the appointment of college-age students. The Legislative Reorganization Act of 1970 authorized the Architect to acquire property and to erect such a facility—which was to be named after former Speaker John W. McCormack, who had taken an interest in the pages. The sum of $50,000 was apropriated so that the Architect could draw up plans, and I understand that at least some of that money was expended. In the mid-1970's, nearly $1.5 million was appropriated to buy the property, the so-called Providence Hospital property. That property was acquired and approved by the House Office Building Commission. The Senate never got around to approving it, and in the meantime the site has been converted into a neighborhood park.

Concern over housing has recurred. The 1976 Lehman hearings focused on schooling, but as Representative Paul Simon relates, it very quickly turned to the problem of "the lack of supervision of the pages during their nonschool and off-duty hours."

Mr. Molloy, the House Doorkeeper, labeled this "a potential time bomb." He said quite simply at the outset of the hearings, "We need a dormitory badly to house and supervise our students. This would solve our problems. People of this particular age bracket need this type of supervision."

I need not add that in the wake of the 1982 allegations, this concern has been voiced again—among others, by Majority Leader Jim Wright, and by the chairman of the Senate Rules and Administration Committee, Senator Charles Mathias.

There are, of course, several alternatives that have been proposed for housing. The first would be to build a residential page school. That was certainly envisioned by the 1970 law.

A second would be to modify an existing residence or apartment structure to include residential and school facilities, presumably with residential counselors.

Finally, it has been suggested that a program might be launched whereby students would live with families, host families in the area, a program analogous to foreign student exchange programs in the high schools and colleges. So there has not only been concern repeatedly expressed over the last 40 years, but also a variety of proposals which your commission may wish to consider.

Finally, I would like to turn very briefly to the problem of management of the system, which has been raised.

Considering the House alone, there are a variety of entities involved in the page system. Selection, of course, is the prerogative of the two political parties through their personnel committees. On-the-job supervision is the responsibility of the Doorkeeper's Office. Overall jurisdiction over House employees is the province of the Committee on House Administration. Educational aspects, at least upon occasion, have been subject to oversight by the Education and Labor Committee.

The page school itself is the responsibility of the D.C. Board of Education acting through its principal in accord with annual contracts between the Board and the Clerk of the House. I need not add that in the other body there is a similar division of labor.

A number of proposals have surfaced to deal with the problem of management of the page system. I suppose the one that has gotten the most publicity in this Congress is the proposal for a U.S. Capitol Page Board, H.R. 6729, cosponsored by Representatives Annunzio, Ratchford, and Simon. There is a companion bill in the Senate, S. 2742, which is cosponsored by Senators Hawkins, Percy, and Cochran.

Mr. Annunzio has declared in introducing this legislation:

Our problem is the need to form a focus on this responsibility within Congress. As it is, we have a splintering of responsibility in too many places with none accepting overall responsibility for our pages.

This proposed page board would include the Clerk, the Doorkeeper of the House, the Sergeant of Arms at the Senate and the Architect of the Capitol, and it would have broad powers to deal with the page system in most all of its aspects.

Needless to say, other possible arrangements have been proposed. One could create a joint committee of members from both chambers appointed by the Speaker and the President pro tem of the Senate. There could be a management board of top House staff people along with the Senate management board who could take this responsibility, or the board could include professional educators and others, so there are a number of proposals that have surfaced in the management of this.

My review of the background and the history of this issue, I should repeat, is not to suggest in any way the particular course that this commission may take. It is rather to shed some light on these issues.

I think a review of the history of this issue suggests, first of all, that these problems have recurred over and over again, particularly in the last 40 years. Second, there are a wide range of alternatives that have been proposed and are available. Finally, once a basic decision has been made about the kind of system you wish to recommend, then there are a series of definite steps which can be taken to implement it.

In other words, most of the questions that are being posed here in 1982 have been raised repeatedly by this body and by the Senate.

Mr. Chairman, I hope I have not succeeded in reinventing the wheel this morning; but maybe I have succeeded in establishing once again that the wheel is round and what its shape in the future could be.

[The statement of Mr. Davidson follows:]

STATEMENT OF ROGER H. DAVIDSON, SENIOR SPECIALIST IN AMERICAN GOVERNMENT AND PUBLIC ADMINISTRATION, CONGRESSIONAL RESEARCH SERVICE

Mr. Chairman and Members of the Commission. I am Roger Davidson, and I serve as Senior Specialist in American Government and Public Administration with the Congressional Research Service. For virtually all of my professional career I have been a student of the Congress and a teacher of political science. And, I might add, my experience with Capitol Hill internship programs extends back to the mid-1960s.

My assignment here this morning, as you have conveyed it, is to sketch briefly the history and background of the House page system, to indicate problem areas that have arisen, and to outline some of the alternatives that have been suggested in the past for dealing with these problems. In presenting this information, I do not wish to pose as an expert on congressional pages, but rather as someone in a position to summarize and hopefully organize the mass of material pertaining to the page system. Nor do I appear as an advocate of any of the proposals that have been put forth. In a sense, I serve as spokesperson for a team of researchers from our Government Division who assembled this material on very short notice, and who over the years have attempted to keep track of the issue as it recurred. So I pay tribute to their efforts in assembling the background materials, which, I believe, have already been set before you.

EARLY HISTORY OF THE PAGE SYSTEM

In examining the history of the congressional page system, one cannot resist the old adage that "there is nothing new under the sun." The use of pages, in one form or other, is as old as the Republic. More to the point, questions have repeatedly surfaced concerning the selection, duties, housing, education, and general welfare of pages. In the past 40 years, for example, there have been at least seven special inquiries into various facets of the congressional page system—not to mention studies and recommendations by individual Members or by committees of jurisdiction.

The House of Representatives has employed messengers since the very first Congress convened in 1789. From at least 1800, when the federal government moved to Washington, young boys were employed "with the approbation of the House." At first only two or three boy pages worked in the House alongside adult messengers. The number of boy pages soon rose to a dozen or so—partly because the Doorkeeper found it hard to refuse Members who pressed for the appointment of boys who were especially promising or who evoked sympathy because they were destitute or orphaned. A select committee in 1842 recommended limiting the number of pages and their compensation.

The Senate relied on older messengers until the late 1820s. Tradition has it that the first Senate page, nine-year-old Grafton Hansen, was appointed jointly by Senators Daniel Webster and Henry Clay. After ten years of service, Hansen became too old to serve and was replaced by 12-year-old Isaac Bassett. Appointing very young boys would have surprised no one in the 19th century, when child labor was a common feature of the workaday world.

In the days before modern communication and transportation, the pages' duties were far more extensive and arduous than they are today. Inside the Capitol Building, there were numerous jobs for the pages—trimming the lamps, filling inkwells, sharpening quill pens, and supplying candles for Members' desks during night sessions. Pages also worked in the folding rooms, where speeches and documents were readied for mailing. Riding pages, equipped with ponies and mail pouches, carried urgent messages and letters to and from the Executive departments downtown. Telegraph pages, riding old-fashioned high-seat bicycles, delivered and dispatched telegrams to and from Members.

Pages or other messengers are still employed in many State legislatures and in the legislative assemblies of other countries. State practices vary considerably, according to a CRS survey conducted several years ago. Some states, like California, have dispensed with their page systems, relying on full-time employees. Many states utilize mainly college-age students, usually those living in or near the capital cities. These states include Illinois, Michigan, New York, Oregon, and Wisconsin. States often appoint high school students for very brief terms—one week in Florida, two weeks in Maryland. Texas employs a mixture of high school and college students, primarily from the Austin area. Minnesota has a mixed system consisting of retired persons, college and graduate students, and high school students. The high school pages are recruited from around the state to serve two-week terms at the Capitol. It must be remembered that state legislatures are in session for shorter periods than the U.S. Congress, making abbreviated appointments feasible.

In other countries, government employees are used extensively to perform messenger services. The Japanese Diet employs regular employees of both sexes. To qualify for these positions, individuals must undergo tests similar to our civil service system. The same type of system is used in the Federal Republic of Germany, although no examinations are required. In Great Britain, men who have retired from military service act as messengers—Brown as the Corps of Commissionaires—for both Houses of Parliament.

In the Canadian Parliament, university students of both sexes who are majoring in political science serve as pages in the House of Commons and the Senate. They are chosen on the recommendation of school authorities to represent all the geographic areas of Canada. The provincial legislative assemblies of Canada employ younger pages, also on recommendation of school officials.

A number of legislative assemblies have no page system comparable to ours.

In short, the congressional page system, while a venerable tradition on Capitol Hill, has taken different forms during our history. Moreover, a variety of patterns, some at variance with congressional practices, are followed in the States and in foreign countries.

REVIEWING THE ALTERNATIVES

Reviewing the historical record and the practices of other legislatures, it is possible to separate the question of the House page system into several component parts. The fundamental question, posed repeatedly over the years, is whether a congressional page system is needed or desirable. Then, if the answer is affirmative; are there innovations that will address the concerns that have periodically been voiced?

If some alternative system is decided upon, what steps would be needed to implement it?

To state one hypothetical view, it is at least conceivable that Congress could do without such a system altogether. Modern conveniences, including electronic communications, have already eliminated or curtailed many of the pages' historic functions. Future innovations may further erode these services. Other staff members—including unpaid or low-paid interns—are far more numerous than they once were, and their duties often include acting as messengers. These services are supplemented by an internal mail system. Whether these alternatives are adequate for Members' needs is a pertinent question for the Commission.

Another alternative to a page system would be to substitute a messenger service of regular employees. This alternative was originally adopted by both chambers and is used today by California and a number of foreign legislative assemblies. While such a step would eliminate the need for educating and supervising minors, it would carry its own set of costs—in terms of recruitment, supervision, salaries, and benefits.

If a system focusing on young people is thought preferable to these alternatives, there arises the question of what ages and categories of young people should be recruited. Very young boys were employed in the early days, and even today the Senate permits pages as young as fourteen years of age. The House has limited its pages to high school students 16 to 18 years of age. Proposals have frequently been put forward to raise the age further, or to employ college students. Another alternative would be to restrict employment to young people in the immediate geographical area. Senior citizens have also been suggested. The pros and cons of these suggestions emerge from previous studies and recommendations on the subject.

Once the most desirable and feasible page system is determined, then the question becomes one of arrangements and provisions. Two leading concerns about the existing system have cropped up repeatedly. Those are: (1) the educational component; and (2) housing and supervision.

Finally, there is the question of managing the system. In the past, responsibilities for the pages have been dispersed among a number of officials, committees, and entities. Several current proposals from Members address this question.

WHAT KIND OF PAGE SYSTEM?

From time to time it has been proposed to change the type of pages who are appointed—by altering the ages, requirements, and terms of pages, or by modifying the patronage system for selecting them.

The most comprehensive House examination of this question occurred in the 88th Congress, by a Select committee on the Welfare and Education of Congressional Pages, chaired by Representative Edith Green (D-Ore.), herself a former teacher. The committee weighed two options—retaining the use of high school students versus employing college students—without choosing between the options. The ultimate decision, they reasoned, would have to be reached by both bodies; and to that end a joint study committee was urged. In its final report (H. Rept. 88-1945), however, the Committee suggested several guidelines, regardless of whether high school or college students were selected.

If Congress continued to employ high school students, the Green Committee argued, it should select its pages from among highly qualified high school juniors and seniors. This recommendation was partially accepted by the House when the House Administration Committee and the Democratic Personnel Committee subsequently limited appointments to juniors and seniors aged 16-18 (effective in 1966). Tighter academic requirements were urged as well. The committee suggested the possibility of choosing pages on the basis of a nationwide competitive examination that would be given in the congressional districts of sponsoring members. Merit and scholarship would be key factors in the appointments. At minimum, the Committee recommended that candidates not be finally appointed as pages until they had been admitted to the Capitol Page School by the principal, based on the academic record. A short term of appointment—from one semester to one calendar year—was urged.

The Committee also endorsed using college students or seniors as pages. This proposal was supported by a number of political science professors who corresponded with the Committee. If pages were to be college students, the Committee raised the possibility of a national competitive examination to select them. The committee envisioned a range of educational programs geared to college-age employees—for example, an unstructured program in which pages would simply register in local college or university courses, or a more formal program developed by area colleges and universities, or an enriched program designed especially for the pages. The committee recommended that the students serve for relatively short periods of time—from one semester to one calendar year.

In January 1966, the Joint Committee on the organization of the Congress recommended that congressional pages be limited to "persons who have completed their high school education but who are not over the age of 21." The House took no action on this recommendation. Reporting the Legislative Reorganization Act of 1970, the House Rules Committee inserted a provision that "No person shall serve as a Senate or a House page until he has completed the twelfth grade of school or during any session of Congress which starts after his twenty-second birthday." When the House took up this portion of the bill, however, it voted to retain the existing age limit of 16 to 18, with the added requirement that no page shall be appointed to serve during any session of Congress which begins after his 18th birthday.

In the past decade, several suggestions have been made to shift the page system to embrace college students, adult messengers, or some combination of the two. The Senate's Commission on the Operation of the Senate (the Culver Commission) recommended either replacing the pages with full-time adult employees or modifying the current system by placing recruitment on a merit basis similar to that of the military academies. If the current setup were retained, the commission recommended that pages' terms be limited to one year, that resident supervision be provided, and that their stipend be substantially reduced.

Proponents of hiring college-age pages claimed that older youths are better able to cope with the challenges of living in Washington, and that they would require less educational or residential supervision than younger pages. As a Washington Post editorial (July 7, 1982) put it, "College students would learn more, perform well and need no special school or supervised living arrangements. And, as any tuition-paying parent knows, they could sure use that $8,827." It is further noted that college students (and other Hill employees as well) already perform countless routine tasks effectively and without complaint—for example, running errands, duplicating and collating documents, stuffing envelopes, running elevators, and the like.

Others have expressed reservations about entrusting these chores to college-age young people. In the Education and Labor's Committee's 1976 oversight hearings, Doorkeeper James T. Molloy stated that older students would be less patient with routine tasks, would have less motivation to perform such duties, and might even question congressional decisions on substantive grounds. Moreover, according to Molloy, the congressional page system is one of the few programs exclusively open to high school students.

Carrying the notion of more mature pages to its logical conclusion, some people—most notably, Representative Calude Pepper (D–Fla.)—have advocated using senior citizens. Such individuals would bring to their duties experience, dedication, maturity, and steadiness. Moreover, they might be willing to work for modest compensation. On the other hand, it could be argued that pages' jobs would be too rigorous for senior citizens. There is a question whether senior citizens would be interested in such positions; and in any event such an alternative would forfeit the advantages of training young people on Capitol Hill.

EDUCATION OF PAGES

In the early days, pages were not required by law to attend school, and so there was no obligation to provide them with schooling. In 1925, however, Congress handed itself a dilemma when it passed the Compulsory Attendance Act for District of Columbia students, raising from 12 to 14 the minimum age at which youngsters could quit school to go to work. This meant that some of the younger pages could not be employed unless they received school instruction for a certain number of hours each week. Yet the page's duties prevented them from meeting regular D.C. school schedules.

Special schooling thus had to be arranged. First, a private school with one teacher was set up in a basement room of the Capitol. Then, for a time an established private school took over the instruction. From 1931 to 1947, the school was back in the Capitol basement—under conditions that were, from all accounts, wretched. At the urging of the Joint Committee on the Organization of Congress, the landmark 1946 Legislative Reorganization Act provided for tuition-free education of pages. The Clerk of the House and the Secretary of the Senate were directed to enter into an agreement with the District of Columbia Board of Education for educating the pages. Since 1949, the Capitol Page School has been housed in the Library of Congress' Thomas Jefferson Building. Pages could attend private or parochial schools, which would be reimbursed at the same rate that applied to the D.C. Public Schools.

The only oversight hearings dealing directly with the Capitol Page School were conducted in 1976 by House Education and Labor's Subcommittee on Elementary, Secondary, and Vocational Education, chaired by Representative William Lehman (D–Fla.). Student attitudes were tapped by a subcommittee survey which gained responses from 34 of the 50 students canvassed. Many of the students judged the Capitol Page School harshly in comparison with the schools they had previously attended. No less than 89 percent of the respondents said the quality of education was inferior to that of their previous school; 97 percent thought school equipment was worse; 91 percent said curriculum selection and quality were worse; 91 percent thought the teachers' knowledge of subject matter was worse; 73 percent said student discipline and interest was worse; and 77 percent said the teachers' interest in their jobs was worse than at their previous schools. More than three-quarters rated counselling opportunities as "poor."

The Subcommittee's hearings revealed how unique an educational task is faced by the school and its teachers. The school day—typically lasting from 6:15 a.m. to 9:30 a.m.—is early and abbreviated. Shifts in the congressional schedule can throw classroom plans awry at any time. The library of Congress facilities are limited; chemistry, for example, is precluded because of concern over the Library's books and archives. In view of these obstacles, some Members, like Representative William Goodling (R–Pa.), wondered "just how the pages can possibly do it at the pace they have to go and the hours and so on."

The Subcommittee's draft report termed the "inadequacy" of the page school a "reflection upon congress." Congress was urged to consider several reforms, including changing the administrative arrangements and building a residential page school. The report itself was never published and no action was taken, although Representative Lehman himself proposed a joint House-Senate inquiry into the school.

Some observers questioned whether the pages' work schedule in the House could successfully coexist with a high school curriculum. Speaking during appropriations hearings in 1977, then-Representative Bill Armstrong (R–Colo.) voiced this concern: "There is a real doubt as to whether the pages are receiving an education that is suitable to the kind of outstanding young people they are. In fact, I'm told that there is widespread dissatisfaction with the quality of the Page School, that there is inadequate counselling, that in trying to combine the functions of working very hard long hours on the Floor and with going to school, that we may be trying to mix two functions that just can't be mixed."

Another Member who voiced this concern was Representative Dante Fascell (D–Fla.). Observing the interns he had appointed beginning in 1965, Fascell cited the Capitol Page School's difficulties coping with students from a variety of school systems, its relatively small enrollment and necessarily limited curriculum, and the brief time available for its class work. "While in most school systems students are in class for six to seven hours a day," Fascell explained, "our pages are in class for just three hours." Fascell's pages thus maintain contact with their home schools, keeping abreast of assignments there. The pages are selected by a district-wide committee on the basis of academic achievement and personal maturity.

Continued student complaints led to an investigation by the General Accounting Office in 1979. The report's findings and recommendations were relatively narrow in scope. GAO investigators contended that reports sent by the school to Congress were incomplete. Their major recommendation was for annual contracts between Congress and the District of Columbia Board of Education. Since that time, formal agreements with the D.C. Board of Education have been concluded for each school year. GAO also recommended that the Board of Education report periodically on the school's problems and accomplishments.

Whether specific complaints about the Page School persist is presumably a question pertinent to this Commission's deliberations. The basic facilities and conditions of the School have apparently not changed materially in the past few years. The 1979 GAO report cited the conclusion of an Office of Education advisory panel that pages were receiving an "adequate" education at the school. At the same time several limitations were cited—short classes, irregular class attendance, lack of supervised study, limited facilities, limited access to reference material, limited course offerings, and limited student activities. The OE panel suggested that pages be given one-year appointments to provide optimal learning experience and focus the instructional program.

HOUSING THE PAGES

Housing is a closely related issue. In the early Congresses, most pages were drawn from the local area; housing was seldom a problem, inasmuch as most of the pages lived at home. But once Members began appointing pages from their home states and districts, questions arose about the pages housing, safety, and off-duty supervision. In the words of an evaluating committee of the Middle Atlantic States Association of Secondary Schools, written in 1964:

"It seems inconceivable to the members of this committee, all but one of whom are parents, that a 14 or 15 year old boy should be turned loose in a large metropolis to find his own room, make his own arrangements for eating well balanced and nourishing meals, engage in health and moral activities, and watch over his own physical and moral well being. It is one thing for a page to live at home or in the home of his sponsor, where he can be a part of normal family living so necessary at this stage of growth. It is something else again to give these youngsters the great opportunity to be of direct service to their Government, and at the same time, deprive them of the basic protections to which they were entitled at this stage in their development. The Washington of today is a different city from that of 20 years ago."

As early as 1943, Representative Alfred Elliott (D–Calif.) introduced legislation to provide for acquiring and maintaining suitable accommodations for the pages. Hearings were held on the proposal, which was endorsed by the House Doorkeeper, the Senate Sergeant at Arms, and Members of Congress. However, the measure never reached the House floor. Three subsequent bills failed as well.

From that time to the present, many bills have been introduced in both houses advocating a consolidated facility to house and educate pages. As noted, the 1964–1965 House select committee chaired by Representative Edith Green recommended either a residential page school or the appointment of college-age people who would not need such a facility. The Legislative Reorganization Act of 1970 authorized the Architect of the Capitol to acquire nearby property to erect such a facility, to be named the John W. McCormack Residential Page School.

Later, in 1971, $50,000 was appropriated so that the architect of the Capitol could develop studies and prepare preliminary plans and cost estimates to buy a site and construct a facility. Two years later, $1.45 million was appropriated to buy the so-called Providence Hospital site between 2nd and 3rd and D and E streets, S.E. The property was acquired and subsequently approved for construction by the House Office Building Commission. However, the Senate never got around to giving its approval, and in the meantime the site has been converted into a neighborhood park.

Concern over housing and supervision of the pages continues to be voiced. The 1976 Education and Labor hearings focused on schooling but, as related by Representative Paul Simon (D–Ill.), aired the equally vexing issue of "the lack of supervision of the pages during their non-school and off-duty hours." Labeling this a "potential time bomb," House Doorkeeper Molloy declared at the outset of the hearings:

"We need a dormitory badly to house and supervise our students. This would solve all our problems. People of this particular age bracket need this type of supervision."

In the wake of the 1982 allegations, a residential page facility is once again being pressed. House Majority Leader Jim Wright (D–Texas) declared on the house floor that a page dormitory with "continuous round-the-clock supervision" was "something that is vitally needed." Representative Bennett, a longtime advocate of such a facility, repeated his call for a dormitory-style residence for both male and female pages. The monthly rent paid each month by the pages, he argued, would help deter the cost of such a structure and "provide a safe and more unified atmosphere for these hard-working young people." Significantly, in the annual mock Congress held by the pages in March 1982, the first measure considered was a bill to establish a residence for pages. It passed by a unanimous vote.

MANAGING THE PAGE SYSTEM

A final question is who is in charge of the congressional page system. As might be expected, the two chambers follow somewhat different rules for their pages—in, for example, eligibility, duties and compensation. Nor is this the only division of responsibility. Considering the House only, selection of pages is the prerogative of the two parties through their personnel committees. On-the-job supervision is the responsibility of the Doorkeeper's office. The Congressional Page School, on the other hand, is the responsibility of the District Board of Education, acting through the principal in accord with annual contracts negotiated by the Board with the Clerk of the House. The Committee on House Administration has general jurisdiction over

House employees. The Committee on Education and Labor has, at least on one occasion, conducted oversight of the educational component. Annual review of the system occurs in hearings of the Legislative Appropriations Subcommittee. If a residential facility is contemplated, the Architect of the Capitol is necessarily involved.

The proposal for a U.S. Capitol Page Board (H.R. 6729) is designed to address this problem. As its chief sponsor, Representative Frank Anunzio (D-Ill.), declared,

"Our problem is the need for a focus on this responsibility within Congress. As it is, we have a splintering of the responsibility in too many places with none accepting overall responsibility for our pages."

The proposed Page Board would include the Clerk and Doorkeeper of the House, the Secretary and Sergeant at arms of the Senate, and the Architect of the Capitol. The Page board would (1) develop and implement a comprehensive policy for supervising, educating, and housing the pages; (2) oversee residential and educational facilities; (3) cooperate with appropriate persons and entities to carry out these policies; and (4) enter into contracts to implement these responsibilities, with the approval of the House Administration Committee and the Senate Rules and Administration Committee. Such a Page Board is clearly intended to have extensive powers to coordinate functions that have traditionally been separated between the two chambers and among various offices.

SUMMARY

This review of the background and history of the congressional page system has, I hope, shed some light on the issues before this Commission. It is not my purpose—I repeat—to suggest in any way the course to be followed by this Commission. Rather, I hope to have clarified some of the questions that have been raised concerning the page system, and outlined the leading proposals that have been put forward. A review of the page system's history suggests that (a) perceived problems have recurred concerning the ages and qualifications of pages, their education, and their housing and supervision; (b) a wide range of alternatives have surfaced not once but many times throughout the years; and (c) once basic decisions are reached about the type of system that is desired, alternative strategies of implementation can be followed.

In other words, the questions that are being posed in 1982 have, most of them, been raised repeatedly over the past 40 years. Several major studies have been conducted, numerous measures have been introduced, and a variety of alternatives have been posed. This, then, is the "menu" from which your Commission may select one or more alternatives.

Mr. **Alexander**. Thank you very much, Dr. Davidson. We appreciate very much your appearance here this morning and reviewing this history for us.

I won't take too much time, but I would like to ask a question and see if other members of the commission would likewise ask a question.

Dr. Davidson, the things that you have said today have recurred over the years, and many of the issues have been addressed. Would it be a fair assessment of your summary of the problems that have been identified over the years that it all boils down to money, and that Congress has been unable to or unwilling to address a resolution of any of the issues because of the cost involved to the taxpayers?

Mr. **Davidson**. I would think to an extent that is the problem although, as I say, in the mid-1970's, there was an expenditure of a fairly good sum of money to provide the property for that facility.

Mr. **Alexander**. We can study the problem and identify the issues and propose some solutions, but sometimes those solutions cost money in order to resolve and it occurs to me from your statement that money is at the root of solving the problem, although some hard decisions must be made as to the selection of the options that have been identified. I thank you very much for your appearance this morning.

Mr. Myers.

Mr. Myers. I thank you, Dr. Davidson, for a very fine review of the history of the page program as we have known it. I did notice that you made no reference in your citation here of any past disciplinary problems that the page program may have presented.

Did you find that or you just didn't include it in your remarks?

Mr. Davidson. The reason that I didn't was my feeling that I wanted to emphasize the basic sort of structural problems of feasibility and so on. Certainly there have been disciplinary problems over the past.

My reading of the record—it is simply an overall reading—is that by and large they have not been of a terribly serious nature; that they certainly have not been out of line with what one would expect for better or for worse in groups of high school students of this age throughout the country.

Certainly there have been minor problems. Pages used to play marbles behind the Speaker's chair in the early days, engage in high-jinks of various kinds, and certainly there have been some problems.

Mr. Myers. Typical teenagers?

Mr. Davidson. Typical.

Mr. Myers. Whether they live in their homes or here in Washington?

Mr. Davidson. That is correct.

Mr. Myers. One other question.

You cited other countries, how they were performing the page duties. You cited Canada as having possibly the closest system to ours. What about the way they appoint the pages, the pay they receive, the education provided, housing provided?

Have you found out how other countries handle these questions?

Mr. Davidson. The Canadian National Parliament uses basically college age students. They are chosen on the recommendation of school authorities not only from that area, but to represent all the geographical areas of Canada.

Provincial legislative assemblies in Canada, I think, tend to appoint younger pages, again on recommendation of school officials. I don't know specifically about their pay, duties, or arrangements.

Mr. Myers. You don't know about housing?

Mr. Davidson. No. I am afraid I do not.

Mr. Myers. Do they go to college while they serve as pages?

Mr. Davidson. It is my understanding that they do and that many of them are in fact political science students; whether they enroll in home colleges or in colleges in the Ottawa area, I don't know.

Mr. Myers. But do they attend classes? Do you know that?

Mr. Davidson. My understanding is that they do.

Mr. Myers. While they are in session?

Mr. Davidson. But I would be happy to obtain that information and submit it for the record.

Mr. Myers. That would be fine if you would.

[The information follows:]

PAGE SYSTEMS IN CANADIAN LEGISLATURES

In the Canadian Parliament, university students who are majority in political science serve as pages in the House of Commons and the Senate. In the provincial legislatures, young pages of both sexes are employed. Detailed information on the page program of the Ontario Legislature—which employs junior high students—is appended:

ONTARIO LEGISLATURE

INFORMATION FOR LEGISLATIVE PAGE PROGRAMME 1982

The position of Legislative Page in the Ontario Legislature is one of considerable importance and honour. A boy or girl who has the honour of being chosen to serve as a Page is participating in the government of our province and the selection of Pages is, therefore, carried out in a careful manner based on numerous considerations. The following is an outline of the Page Programme. Please read it very carefully.

Basic qualifications

(a) Applicants must be in Grade 7 or Grade 8.

(b) An average scholastic mark of at least 80 percent is necessary.

(c) Pages must provide their own accommodation in Toronto during the term of duty, preferably with friends or relatives.

(d) The consent of the applicant's Principal to be absent from classes will be required when completing the application form.

Selection

Depending on the length of the session, 3 groups of Pages may be selected for the Spring Session and 2 groups for the Fall Session. There are 22 Pages chosen for each group—11 girls and 11 boys. For the Fall Session, only Grade 8 students are selected; however, during the Spring Session, half of those selected are Grade 7 students, half are Grade 8 students.

Uniforms

Applicants chosen to serve as Pages will be requested to come to Queen's Park prior to commencing their term of duty for a fitting of a uniform. The basic uniform is provided by the Speaker's Office; however, the accessories (black shoes, white blouses/shirts) are supplied by the Page.

Hours of duty

(a) Pages report to their quarters in the Parliament Buildings each morning at 9:00 a.m. except Fridays when they report at 8:30 a.m.

(b) Pages must remain on duty until the hour of adjournment which is usually 6:00 p.m. On Fridays, the House normally adjourns at 1:00 p.m. Pages are usually dismissed on Wednesdays at noon.

(c) The Legislature usually sits 3 evenings per week from 8:00 p.m. to 10:30 p.m. and each Page is required to be on duty one night each week until 10:00 p.m. Transportation home on late evenings must be provided by the Page, either private car or taxi. Public transportation may not be used on late evenings unless accompanied by an adult.

Length of service

The Legislature has no fixed periods for sessions, but the House usually convenes in February or March and recesses in late June. There is also a Fall Session which usually commences in October and terminates in December before Christmas. It is difficult to determine the exact length of time Pages' services are required, however it is usually 5 weeks.

Schooling

Pages are tutored in Mathematics, History, English, French and Music. A scholastic report of the Page's progress will be forwarded to the Principal upon completion of the term of duty.

Transportation

Those Pages selected from outside Toronto must provide their own transportation to and from Toronto. The following transportation expenses are reimbursed by the Speaker's Office:

(a) Pages travelling more than 100 miles for a fitting for a uniform will be reimbursed in an amount equal to a return rail or bus fare between Toronto and place of residence.

(b) Daily transportation between the Parliament buildings and residence in Toronto must be provided by the Page. The Speaker's Office will pay $1.00 per day for those using the T.T.C. or $2.50 per day for those using GO Transit.

(c) Pages must arrange transportation home following an evening session. Public transportation is not acceptable unless accompanied by an adult.

Quarters and recreation

Separate lounges, individual lockers, shower and toilet facilities are provided for girls and boys. Table tennis, games and puzzles are available and, weather permitting, supervised outdoor games are arranged. Suitable shoes and clothing will be required for outdoor activities.

Meals

Many Pages bring their own lunches supplementing them with milk or soft drinks from the cafeteria. A complete meal may also be purchased in the cafeteria for lunch or dinner.

Medical

Pages are covered under the provisions of the Workmen's Compensation Act in the event of an accident while on duty. The parent's/guardian's health insurance will apply otherwise. In the event of sickness, a nurse and medical attention are readily available.

Allowances

Pages are provided with an honorarium of $12.00 per day plus $6.00 for each evening worked. They also receive a transportation allowance of $1.00 per day for those using TTC or $2.50 per day for those using GO Transit. For evening sessions, pages receive a $3.00 dinner allowance.

Should you require further information about the page programme at Queen's Park, please contact the Speaker's Office, Legislative Building, Queen's Park, Toronto, Ontario, M7A 1A2. Telephone: (416) 965-2331.

Ontario

LEGISLATIVE ASSEMBLY

Office of the
Speaker
(416) 965-2331

Parliament Buildings
Toronto, Ontario
M7A 1A2

APPLICATION - LEGISLATIVE PAGE

GIVEN NAME: ____________ SURNAME: ____________ MALE OR FEMALE: ________

ADDRESS FOR RECEIVING MAIL (use complete address):

STREET OR BOX NUMBER ____________ MUNICIPALITY ____________ POSTAL CODE ________

NAME(S) OF PARENT(S)/GUARDIAN(S): ____________

HOME PHONE NUMBER: (   ) ____________

PARENT(S)/GUARDIAN(S) BUSINESS PHONE NUMBER(S): MR. ____________ ; MRS./MS. ____________

DATE OF BIRTH: MONTH ________ DAY ____ YEAR ____

HEALTH DISABILITIES: ____________ OHIP # ________

GRADE: ____ MONTH and YEAR COMMENCED: ____________ AVERAGE % ____

RESIDENCE WHILE IN TORONTO (Complete only if your home is NOT in Toronto)

NAME OF TORONTO GUARDIAN(S): ____________

ADDRESS: ____________

STREET APARTMENT # MUNICIPALITY

HOME PHONE: ____________ BUSINESS PHONE(S) MR. ____________

MRS./MS. ____________

DAILY TRANSPORTATION MUST BE ARRANGED TO AND FROM THE PARLIAMENT BUILDINGS.

TYPE OF TRANSPORTATION - DAYTIME: TTC ____ GO TRAIN ____ OTHER ________

- EVENING: PRIVATE CAR ____ TAXI ____

NOTE: Public Transit may not be used after evening session unless **accompanied by an adult.**

APPLICATION - LEGISLATIVE PAGE (PART 2)

MY FAVOURITE ACTIVITIES: ______________________

MY SPECIAL ACHIEVEMENTS: ______________________

DON'T BE MODEST WITH THIS NEXT QUESTION! IF I AM SELECTED AS A PAGE, YOU WILL BE VERY IMPRESSED WITH THE WAY I ______________________

ONE THING THAT I KNOW ABOUT THE PROVINCIAL GOVERNMENT IS ______________________

THREE THINGS THAT I WANT TO LEARN WHILE PAGING AT QUEEN'S PARK ARE:

(1) ______________________

(2) ______________________

(3) ______________________

NAME OF MEMBER OF PROVINCIAL PARLIAMENT: ______________________

NAME OF PROVINCIAL RIDING: ______________________

Ontario

LEGISLATIVE ASSEMBLY

Office of the
Speaker
(416) 965-2331

Parliament Buildings
Toronto, Ontario
M7A 1A2

TO BE COMPLETED AND RETURNED BY GRADE 7/8 PRINCIPAL

______________________________ HAS APPLIED TO BECOME A LEGISLATIVE PAGE AT QUEEN'S PARK. THE APPLICANT IS PRESENTLY IN GRADE ______ AND HAS A MINIMUM AVERAGE OF 80%.

INFORMATION: IF SELECTED, THE APPLICANT WILL BE ABSENT FROM SCHOOL FOR A PERIOD OF APPROXIMATELY 5 WEEKS. TUTORING IS PROVIDED IN MATHEMATICS, HISTORY, ENGLISH (SPELLING, GRAMMAR, COMPOSITION), FRENCH AND MUSIC.
A REPORT OF THE PAGE'S PROGRESS WILL BE FORWARDED TO THE SCHOOL UPON COMPLETION OF THE TERM OF DUTY.

WE FEEL THAT THIS PROGRAMME OFFERS A UNIQUE EDUCATIONAL EXPERIENCE, ESPECIALLY FOR THE MATURE, OUTGOING STUDENT.

IF YOU RECOMMEND THIS APPLICANT FOR THIS POSITION, PLEASE SIGN BELOW:

SIGNATURE OF PRINCIPAL: ______________________________ DATE: ______________

NAME OF PRINCIPAL: ____

NAME AND ADDRESS OF SCHOOL: ______________________________________
____
____

PHONE NUMBER OF SCHOOL: ______________________

AVERAGE MARKS OF APPLICANT: ______________________

____

COMMENTS: ____
____
____
____
____
____
____
____
____

Mr. Myers. Thank you, Mr. Chairman.

Mr. Alexander. Thank you, Mr. Myers.

Mr. Molloy.

Mr. Molloy. Thank you, Mr. Chairman.

Mr. Davidson, I would like to commend you for the amount of work that was done. I understand it was accomplished on very short notice, in less than a day. Again, the Congressional Research Service should be commended for that work.

I have one quick question.

In your capacity at the Library, how do you handle these remedial tasks, and I use the term loosely, the messenger services that we assign the pages here. Does the Library of Congress have any program at its own to handle these services?

Mr. Davidson. We have a program of unpaid interns.

Mr. Molloy. Unpaid interns?

Mr. Davidson. Unpaid interns. It is a program, and I speak for the Congressional Research Service—I am not familiar with the other areas in the Library.

Mr. Molloy. With the rest of it?

Mr. Davidson. We have in our own division, for example, four summer interns.

Mr. Molloy. Would they be localized? Are they from this area?

Mr. Davidson. No. My understanding is they are from different areas.

Mr. Molloy. How would you handle their housing?

Mr. Davidson. My guess is that there is no specific handling of housing.

Mr. Molloy. To the best of your knowledge, they are left on their own?

Mr. Davidson. That is correct. I should mention that I have myself had experience with college internship programs since the mid-1960's. We very rarely provided housing. There are a few universities that do have residential facilities in Washington. Most do not, and simply as I think maybe a less structured page situation where there is a cluster of accepted housing facilities, we simply turn them all loose in the Washington area.

There are a given number of apartments and residential facilities for college students that one knows about where you steer students, but it is a concern certainly that I have had as a college advisor, even with these older young people. There is always a concern that something is going to happen to them. You never know what the situation will be.

Mr. Molloy. Thank you, Mr. Davidson. I appreciate it.

Mr. Alexander. Mr. Jankowsky.

Mr. Jankowsky. Thank you, Mr. Chairman. I want to also thank Dr. Davidson for all his work and all the work of the CRS.

In your review of the history of the page program, did you do any work concerning the value of the program to the pages in terms of achievement?

Is that information available?

Mr. Davidson. I don't think that there is any systematic information available, and whether there could be meaningful comparisons between the page school which is a selected school, partly self-selective and partly screened. I would wonder whether it would be comparable to other high schools.

We do know, and there is evidence periodically introduced into the Record, that there are a number of national merit scholars who graduate from the school.

There were quite a number just last year, and many, if not most of the students, do go on to colleges and universities. My impression from reading the record is that by and large students are pleased with their experience as a whole, and are very proud to have been pages, and view it as a very positive experience.

That is an impressionistic judgment. Certainly there are problems. Those problems are being expressed this morning, but my general reading of the record and the books and articles that have been written I think generally agree that it is a positive experience.

Mr. **JANKOWSKY**. Thank you.

Thank you, Mr. Chairman.

Mr. **ALEXANDER**. Thank you very much, Dr. Davidson. We appreciate your appearance this morning.

Mr. **DAVIDSON**. Thank you.

Mr. **ALEXANDER**. Over the years Capitol pages have earned the reputation of being honest, patriotic, hard working, decent, God-fearing Americans. They have been good scouts in Congress, and the things that they have learned here are lessons that have allowed them to go out and be successful as leaders throughout our Nation.

It follows that many of the former pages enter politics and become political leaders as well. The commission felt that it would be very relevant and meaningful to call upon former pages who have become elected to the U.S. Congress.

The first to appear in that category of witnesses this morning is our colleague, Congressman Bill Emerson from Missouri, who will present us with his views at this time.

Mr. Emerson?

STATEMENT OF HON. BILL EMERSON, A REPRESENTATIVE IN THE CONGRESS FROM THE STATE OF MISSOURI

Mr. **EMERSON**. Thank you, Mr. Chairman.

Mr. **MYERS**. If I leave before your testimony is finished, it is because I have to appear before the Judiciary Committee this morning.

Mr. **EMERSON**. I don't have a prepared statement. I do appreciate the opportunity. I thought I would make myself available to comment on the system, perhaps as it once was.

My observation since I have been in Congress is that it is not now much different than it was then. I think we do have, as you described, Mr. Chairman, a very fine group of dedicated young people, highly motivated, who have an interest in serving their country in this unique capacity that comes to them.

I want to say that I regard having been a page as one of the really major, perhaps the very best educational experience that I have ever had. It was an absorptive experience. You learn by doing. You learn the process of Government. You sit up there on the floor in the midst of your duties listening to the debate. You just learn a lot.

It helps, of course, to become acquainted with the personalities that make this institution work. It is just such a unique opportunity for young people, and I think particularly of the high school age, that I would hate to see us move to another age group.

I don't think if we had students at the college level or if we had other categories of people, that there would necessarily be fewer problems than we have had. As a matter of fact, I think the page system really is relatively free of problems.

I felt, since hearing the allegations that were made several weeks ago, that while maybe there is a bad apple or two in the barrel, that that really doesn't taint the whole barrel.

One thing that I have thought a great deal about, when I was a page—I was a page, by the way, in the 83d Congress, from 1953 to 1955. In the first session of the 84th Joe Martin was then Speaker, Sam Rayburn, Speaker O'Neill was a freshman at that time, John Rhodes.

I remember those days well. It was a practice then that pages were appointed for the full term, by and large. A lot of them left for various reasons, but I have observed over the years that there are a lot of pages appointed on a very temporary basis, a 1-month appointment or summer appointment, and I think that it would lend to the stability of the system, and perhaps to better control of the system, if they were appointed for a full term.

Perhaps in the educational system there needs to be closer supervision. I have been intrigued by the ideas put forth by our colleague from Illinois, Mr. Simon, on this subject.

You know, there was a great deal of built-in discipline back in those days. I mean, you went to school from 6 until 10 in the morning, and I understand that is still the practice. We lived in rooming houses, by and large, here on Capitol Hill, which has indeed changed a great deal in the last 30 years.

We lived in rooming houses, we lived with families. Families were taking in three or four pages, and sometimes you got your meals there, at least breakfast, maybe, and supper, and I suppose that practice has now gone by the board.

As I recall, those homes were then inspected by the Doorkeeper, the Sergeant-at-Arms in the Senate, who has jurisdiction on pages over there. Someone from the Doorkeeper's office came around every 2 or 3 months to make sure that the environment in which we lived was clean and wholesome.

Maybe we have gotten away from that. I don't know what the living circumstances of the pages are these days, but back then it was really quite satisfactory. You went to school in the morning, came to the Capitol, and did your work. You always had a certain amount of homework, so you went home and did it. There really wasn't a great deal of frivolity.

On weekends, that was when we had our fun, sightseeing. I don't know if anybody does that anymore, but it was a great opportunity being here to see all the great things around this town.

I spent the better part of my 2½ years here going to the Smithsonian and the Library of Congress and various places just to see everything that was to be seen. I imagine that is still pretty much the practice.

So, I guess my basic point is maybe we need closer supervision of the system, but I would really be disappointed to see us give up this opportunity to hundreds—and I suppose now it is thousands over the course of the years—of young people who have had the opportunity to serve here in this capacity.

Having been one, it is difficult to convey just exactly what it does mean, and I suppose to those who haven't been pages, they may have some different perspective, but I have always been very proud of the fact—and I think it has a great deal to do in my formative years with pointing me in the directions that I have chosen to pursue. I would hate to see that opportunity denied to other young people.

Mr. **Alexander**. Thank you very much, Mr. Emerson.

You have made a strong pitch to keep the system and to reform it, and I was impressed with your statement that the system is relatively free of problems.

Did you mean that in the context of the fifties, when you were a page? There has been a fundamental change in the values in our country, since the fifties, when we were in high school.

Mr. **Myers**. Some were.

Mr. **Alexander**. The dominant ideas that prevailed in this country were hard work, save your money, the family would sacrifice to help one another and provide for college education for their children. There was a great premium on self-sacrifice, family togetherness, helping one another better one's self within the family and so forth and go on to college.

There are reports that this has changed. That we have moved from that generation of values to a new generation, known as the me generation, which appeared here in the sixties and seventies, and many of these kids that come to serve as pages now are influenced by this change of values.

Given that, and observing the conditions that exist throughout our junior high schools and high schools in America today, where anyone can buy marihuana at the drop of a hat, or where the use of cocaine is commonplace, where it is sometimes difficult to find teachers that are committed to the cause of education, how would you compare the group of pages that we have now within the context of the changes in values that have existed in our nation at large?

Mr. **Emerson**. First, let me say that you are right. Back in the fifties we didn't know what drugs were. I could almost take an oath that there was never a page in the 1950's that saw drugs of any kind other than those prescribed by a physician, perhaps. It just wasn't a problem.

I have had difficulty over the years understanding the drug problem because it also was not prevalent in the late fifties, when I was in college. I guess it was a phenomenon of the sixties and the seventies, but I can relate very well to these young people up here now. They seem to have a lot of the same values we had back them.

I think we have a very fine group of serious young people up here who were rather unusual in their motivations. Most of them do like history and government and politics. You go out here into an average high school, and I am afraid you won't find very many people with those kinds of interests, by and large, maybe a fair number, but the people who aspire to be pages are sort of unusual to begin with in that they do usually have this very deep-seated interest in the things that I have just mentioned, so I don't notice a great deal of difference in the pages that are up here today as opposed to those back in the fifties.

Now Bill, I think we are seeing a return maybe somewhat to the values of the fifties. At least I read this in magazines, that our young people are becoming more conservative perhaps in their attitudes and values than those of the sixties and seventies.

Mr. ALEXANDER. Using the word that you selected, "conservative," would you judge that the pages that you have seen here under present conditions are more or less conservative than their counterparts at large in your congressional district?

Mr. EMERSON. I would say that they are rather typical. Now, you know I do have a rather conservative congressional district, too, a rural district, and values in rural territory very often are different than those in the big cities. My territory is very much like yours.

Mr. ALEXANDER. Since we are neighbors.

Mr. EMERSON. I think we have a common frame of reference there, but highly motivated, hard working, you used a number of adjectives there before you introduced me, and I think they were all right.

Mr. ALEXANDER. They didn't necessarily apply to you.

Mr. EMERSON. No, I understand.

Mr. MYERS. Notwithstanding.

Mr. EMERSON. We are talking about the pages, their motivations.

Mr. ALEXANDER. Thank you very much.

Mr. Myers?

Mr. MYERS. Thank you, Mr. Chairman.

Bill, we welcome your testimony here and your positive attitude about the page program, having an experience that most of us didn't have.

You didn't mention anything about disciplinary problems; not pertaining to you particularly, but to the time you were serving. Were there any disciplinary problems that you recall in the years that you were a page other than just routine things that are typical of teenagers?

Mr. EMERSON. There were a couple of pranks. I remember at one time a couple of pages put off a smoke bomb underneath a neighbor's car and caused the neighbor to think his car was on fire. They were hauled before the House Administration Committee and told not to do it again.

Mr. MOLLOY. Were you involved in that, sir?

Mr. EMERSON. No, I wasn't. As I say, drugs were not a problem. I guess about the worst that happened is that occasionally an elevator operator, or somebody who was of age would buy a six-pack of beer for some pages on Saturday night.

Mr. MYERS. That happens back home.

Mr. EMERSON. That happens back home, also. This really was an event. One of the pages back about the time I was a page—I knew the boy but can't remember his name—eloped with the daughter of the Swedish Air attaché, and that caused a great furor. It didn't happen because he was a page and she was the daughter of the Swedish Air attaché.

Mr. ALEXANDER. We expect them to be normal.

Mr. EMERSON. That is right.

Mr. MYERS. What about the value of education, the quality of education? A number of us are concerned about the quality of education that we are providing our pages or are not providing the pages. Have you ever felt that you have been handicapped because of your education here?

Mr. EMERSON. No, not at all. As a matter of fact, the page school faculty in those days was really remarkable, some of the best teachers I ever had. Fred Hilton in social studies I remember particularly well, and he was a teacher at the page school I think for about 30 years before he retired. There were a lot of very dedicated teachers there.

One handicap was we didn't have the facilities for athletics. There was really very limited athletic programs.

Mr. MYERS. You got that jogging here, didn't you?

Mr. EMERSON. We got plenty of exercise on the job. We did have a basketball team, but I think we used to have to go all the way out to Roosevelt High School to practice, which was quite a hike.

The only thing the curriculum in the page school lacked was chemistry. They wouldn't let them have chemistry over in the library because they were afraid we would blow the library up. Other than that, it was a fine academic course.

Mr. MYERS. As a graduate, have you ever gone back to your alma mater since you have been serving in Congress?

Mr. EMERSON. I have not visited the school. I should. I would like to.

Mr. MYERS. We all should.

Mr. EMERSON. Yes.

Mr. MYERS. We ought to do it.

Mr. ALEXANDER. We would encourage you to do that——

Mr. EMERSON. I will.

Mr. ALEXANDER. [continuing]. And report back any observations.

Mr. MYERS. You can't do it this summer. They do not operate the school in the summer.

Mr. EMERSON. I was invited over there. You know how scheduling gets. I couldn't go on the day I was invited.

Mr. MYERS. Thank you, Bill, for coming.

Mr. EMERSON. Thank you.

Mr. ALEXANDER. Mr. Molloy?

Mr. MOLLOY. Congressman, you were here for 2½ years?

Mr. EMERSON. The whole 83d and first session of the 84th.

Mr. MOLLOY. During that period of time where did you live?

Mr. EMERSON. Over on Third Street, NW., back behind the Supreme Court. There are row houses over there, very nice homes, where families took in pages.

Mr. MOLLOY. Is that who you were living with, one of these families?

Mr. EMERSON. Yes.

Mr. MOLLOY. If you remember at that time, do you recall what your salary was as a page?

Mr. Emerson. It was roughly $300 a month.

Mr. Molloy. A month?

Mr. Emerson. As I remember.

Mr. Molloy. Just approximately what percentage of that went for your room and board?

Mr. Emerson. Room was $30 a month, board was $40, breakfast and supper. Most pages saved a good portion of their pay, laid it aside to go to college.

Mr. Molloy. You didn't come out of the statehouse. You worked up here. That is my understanding. Are you familiar with how they handle the page system back in the statehouse in Missouri?

Mr. Emerson. They do have pages. I have known a number of pages in the Missouri General Assembly. I don't believe they receive a salary. I think they may be appointed for a week at a time.

Mr. Molloy. And these are some that have gone on later to serve?

Mr. Emerson. Oh, yes, indeed.

Mr. Molloy. Did you feel you lost any contact with your family or your school as a result of coming here at that young, tender age?

Mr. Emerson. Well, sure. I was so intensely interested in politics as a boy and my family encouraged me in that regard. They were very proud when I got to be a page. I worked very hard, tried every avenue, and finally it came true.

They came to visit me with some regularity in Washington. Whenever I would go home, of course, I would see my friends. No, I didn't feel a particular loss of contact other than that I wasn't there in an ongoing way, but I went home for all the holidays.

Mr. Molloy. That was my next question.

Mr. Emerson. Another thing is back then Congress wasn't in session.

Mr. Molloy. Wasn't in session?

Mr. Emerson. As I recall, the first session of the 83d I think we adjourned the first week of August sine die, so they went home for a long time. If you wanted to—you didn't have to—you could come back if you had a job. There used to be a provision where the member who appointed you could hire you as a messenger, I believe, on his staff, and a lot of boys did that——

Mr. Molloy. And continued in school.

Mr. Emerson [continuing]. So that you could continue in school. But we weren't paid through the House. We were paid through the member's staff for that period that Congress was not in session.

Mr. Molloy. You mentioned you were in college. When you went away to college, did you board there?

Mr. Emerson. Yes. I lived in a fraternity.

Mr. Molloy. You lived in a fraternity house?

Mr. Emerson. Yes.

Mr. Molloy. You were in the military?

Mr. Emerson. I am a reservist, but I didn't have an extensive military career.

Mr. Molloy. In college you lived in a dormitory-style setting?

Mr. Emerson. Right.

Mr. Molloy. Would you characterize that as positive or negative?

Mr. **Emerson**. Well, you know, it was positive. It is a part of the growth pattern, I suppose. You move from one thing to another. Frankly, I think really in retrospect the discipline as a page was better than that of the fraternity house, yes.

Mr. **Molloy**. Again, I thank you. I appreciate your taking the time to come here.

Mr. **Alexander**. Mr. Jankowsky?

Mr. **Jankowsky**. I just have a quick question on one very significant point that you made. Is it your thinking that a page of high school age receives a greater degree of benefit from his educational and governmental experience than does a page of college age?

Mr. **Emerson**. Well, you know, when you are in your midteens, it is your most formative period, really, in a growth sense, high school as opposed to grade school, not yet in college. This is just a turning point in your life.

I suppose you have fewer preconceived notions and ideas. Your mind maybe is a little more open at that point, and so what is laid onto you here has a heavier impact.

I went on to college and majored in political science with a heavy emphasis on government. I have always sort of regretted having done so. I am naturally bent that way. I would have preferred to have majored in something that I didn't know all that much about.

Mr. **Myers**. Did you know more than the professor?

Mr. **Emerson**. Sometimes. I don't mean that in any arrogant sense, but take a course in the legislative process after having been a page in the House of Representatives for 2½ years you do have a few things you can tell the professor.

Mr. **Jankowsky**. Thank you.

Mr. **Alexander**. Thank you very much, Bill. We appreciate your coming. Feel free to comment through the period of time.

Mr. **Emerson**. Thank you. If I can be of any further service, please don't hesitate to call on me. I really would like to see the system preserved for other young people because I know what it has meant to me, and I think it is a system worth preserving. Reform it may need, but I don't think we should do away with it.

Mr. **Alexander**. Thank you very much.

We have a vote pending now. We will recess for 15 minutes.

Mr. **Myers**. I may have to go testify before the Judiciary Committee on the insanity plea.

Mr. **Alexander**. I would suggest that we continue the hearings, even if we have to get up and leave from time to time. If I do, I will surrender the chair to someone else. We will stay on schedule.

Mr. **Myers**. I am not asking that. I am just explaining why I may not be here.

Mr. **Alexander**. For the purposes of the press, the Speaker has mandated that we proceed around the clock, so to speak, with this inquiry and report back as soon as possible. Those of us who are here all have other duties, and so we have decided to compress our efforts, to try to conduct these hearings and inquiries within a short period of time and try to wrap it up within 2 weeks. To do that we have to stay on schedule, so let's stay on schedule.

We will recess the hearings now until 11:30.

[Recess]

Mr. **Alexander**. The commission will come to order.

We are proceeding with the group on the witness list of former pages who have become Members of Congress. As we said earlier, many of the lessons that the pages learned here have equipped them to go out in life and become a success. That statement could not be more true than it is of the pending witness, Mr. John Dingell, who has established himself as a distinguished Member of Congress and who has received notoriety throughout the world for his pursuits.

Mr. Dingell, we would be pleased to hear your observations on the questions that we are concerned with here today involving continuation or discontinuation of the page system and whether or not if continued, it should be reformed and if so, how.

STATEMENT OF HON. JOHN DINGELL, A REPRESENTATIVE IN THE CONGRESS FROM THE STATE OF MICHIGAN

Mr. **Dingell**. Mr. Chairman, I thank you. I thank you for those very gracious comments.

I would observe that after as kind an introduction as you have given me, I probably would be well advised to say nothing and not dissipate the very gracious introduction and the very kind impressions you have given me.

Mr. Chairman, I am a former page, as you very well know. I take considerable pride in that fact. I also take considerable pride in the fact that over the years I have appointed to date something in excess of 100 young people.

Men, women, whites, blacks, and Hispanics are now better citizens, more informed, able to make a more productive contribution to society, better able to understand their government and provide leadership, because of the opportunity that I gave these youngsters.

I believe the page system serves the Congress well. We need somebody to run errands and to do the chores that the pages do, and I think, do very well.

The Nation needs youngsters who have an opportunity to come down and to learn and to carry back an appreciation of their system of government. I must observe to you, Mr. Chairman, that our system of government is not perfect.

People come here from all over the country, from all walks of life, who are representatives of the people, and amongst them are good, and able, as well as persons lacking in ability. There is a constant need for the public and its institutions and its servants to monitor their behavior and see to it that public trusts are fully and carefully carried out.

This is true in the case of Congress, it is true in the case of the pages, and it is true in the case of those who appoint pages and who supervise pages.

I would like to tell you a little story that may be illustrative of some of the circumstances with which we find ourselves faced.

I had a reporter call me the other day. He said, "I want to talk to you about the scandal in the Congress." I said, "What scandal?" He said, "The scandal with the pages." I said, "What scandal?" He said, "The drinking, the sex and the narcotics." "Oh," I said.

I said, "I want you to hold the line for just a minute because I am going to have my secretary make you an immediate appointment with the U.S. attorney so that you can tell him everything you know about this matter." He said, "Oh, no, no, no, no, no, I don't want that." He said, "I don't know anything about a scandal."

I said, "Well, if you don't know anything about a scandal, why is it that you are calling me up and telling me that you want me to comment on a scandal and telling me, describing the scandal in such detail?" He said, "Well, I don't know anything about a scandal."

I said, "Are you aware of the facts on the matter?" He said, "Well, generally." I said, "I would observe to you that it has been reported in the press that the young man who was involved or supposedly involved in this matter has failed the lie detector test." I said, "It was reported in the press that those who were supposed to corroborate his charges have been incapable of doing so."

I said, "It has also been reported by the press that the supposed large number of Members of Congress implicated has declined to the vanishing point, and that now there are questions in the minds of the investigators as to whether in fact there was wrongdoing. It was also reported, I am advised, that there were a number of questions involved in connection with the departure of the young man who has supposedly made the charges."

He said, "Well, what about the drinking, pages drinking?" He said, "It was a problem with pages drinking some years ago." I said, "Show me a high school in the United States where the kids don't drink." He said, "Well, I can't." I said, "Well, I think you had better, before you start reporting on massive scandals here on the Hill, determine that you are at least going to be fair and to a limited degree at least truthful. I think you should go a little bit further, and you should remember that not only are you besmirching the names of the Members of Congress who are for the most part honorable, decent, dedicated public servants, and who are closely monitored by their people and the press, but also by prospective opponents, in connection with their up and coming campaigns."

I said, "That is all right, because we have to take that, and that goes with the paycheck, and that is something that a Member of the House and a Member of the Senate must accept, and must accept in good grace."

I said, "Your comments have besmirched the good names of a number of young people who at least in the case of my appointments represent the finest young people that I can find, youngsters who come from good families, who work hard while they are here, who exist under quite difficult circumstances, and who work very long hours."

I have, Mr. Chairman and members of the commission, over the 20-plus years that I have been appointing pages, appointed now something in excess of 100. Not one of these children or young people have been involved in any kind of scandal which has reflected any discredit upon either the Congress itself, themselves, their families or the Congress as an institution.

How has this come about and what does this say to you about the page system? First of all, we select our pages with a great deal of care. Second of all, we look at their families and we talk to their families. Third of all, we deal with them so that they have a full understanding, both myself and my administrative assistant, as regard to their behavior and their responsibilities while they are here.

I have two understandings with each of the youngsters I bring down. The first is with the page and the family, and the second is with the staff which supervises them, I think that those who supervise the page staff for and on behalf of the Congress are a remarkable group of people whose behavior I want to comment on very briefly, because they have also been besmirched and been unable to make an adequate or proper defense of themselves.

I don't want you to think, Mr. Chairman, that my comments today are indicative of any sense that the Congress need not investigate this matter or that the Congress does not have a duty to see to it that if wrongdoing is going on, it be set right.

Quite honestly, we have a responsibility to see to it that any wrongdoing that exists is found, corrected, ferreted out and punished according to law. Wrongdoers must be prosecuted or discharged or both, and the system must be set aright, so that the public can have confidence in it.

Those investigations are, Mr. Chairman, as you very well know, going on in at least four places. The Senate Sergeant-of-Arms, Capitol Police, Washington, D.C. police, the FBI and the House Ethics Committee are all examining this question, and I believe, with vigor, with diligence, and with integrity.

We should certainly support them, see to it that they have the means and the will to do that which is necessary, and to see to it that when their recommendations are made with regard to any point, whether it be punishment or correction of the system, that such actions as are appropriate are in fact taken.

One of the reasons we have the problem today is that earlier recommendations with regard to pages have not been heeded. I should observe, Mr. Chairman, that the understandings I have with the pages are first that they are to do the following things, and I begin with the statement to the youngster that they have no obligation of any sort to me from this, save what I list.

The first is that they are to keep their nose clean and to behave in an exemplary fashion in all particulars.

Second, that they are to work diligently on the floor in their page responsibilities, and also in school.

Third, that they are to use their time well, seeing the Nation's Capital, the entirety of the physical plant of not only the Capitol itself, but the city, so that they can familiarize themselves and learn their business, and then that there is to be no breath of scandal associated with their behavior.

I also have an understanding with the supervisory people amongst the pages that if there is any trouble with my pages, and I hear about it from them, the page will have problems. If I hear about it from some other source, they will have problems.

I would observe to you, Mr. Chairman, that we make available our WATTS line to the youngsters and encourage them to call home, daily, if possible, at least once or twice a week, so that their parents can maintain a distant but effective supervision of the kids.

I would observe to you that the young people that I have appointed have gone on to success. They have moved into the practice of law. They have attended colleges. They have married. They have had families.

They have contributed to an understanding of the system by discussing their experiences here with their classes in school, and have spread an appreciation of the Congress and the Government far beyond what one might anticipate.

Now, it has been argued that we should do away with this and that we should get ourselves some kind of contract service. That is a system which I would strongly oppose, and it has been argued that we ought, if not to do that, to say we are going to have college kids.

I would sternly argue against that because we have some indication of behavior of college kids, through the troubles that we have experienced in the past.

You will remember not too long ago we had massive problems with interns, making insertions into the Congressional Record and engaging in all manner of outrageous and excessive behavior. The reason was that Members simply were not supervising those interns.

We had problems with them using alcohol, and it was reported that there were problems with regard to the use of narcotics and other things in connection with the interns. One need look little further than the college campuses to ascertain that college kids are by no means immune to sex, alcohol, or the use of narcotics or other questionable behavior.

As a matter of fact, I am not only sure but I am absolutely certain that we would find ourselves little better if we were to shift from kids of the age that we have. I believe we have selected the optimum age, 16 to 17. These are kids who are just starting to open up and become adults. They are kids who are just starting to appreciate government, and have an interest. They have a very warm and a special interest which permits enthusiastic encouragement.

If we get them in the formative years, give them good supervision and valuable experience, I think that we can contribute mightily not only to those kids, but to the future of the country. That is a very important task that Congress has.

I do want to stress to you that the kids that we bring down here are the future of the country. I believe that we have a duty to give them that very valuable experience.

I again stress to you, Mr. Chairman, that the kids that I have brought down have been exemplary citizens, and have gone home enriched by this experience. They have become outstanding citizens who have contributed much more, quite frankly, to their society, our society, to my district, to our State, to our Nation, than they would have, had they not had this experience.

I think it would be little short of criminal if we were, on the basis of the "scandal" that we see before us, to terminate the opportunity for the youngsters.

I think that we should direct our attention to what has to be done with regard to the pages in the future. First of all, individual Members must supervise the pages more carefully. They have responsibilities to their pages, and if they won't properly supervise their pages, then their ability to appoint pages should be summarily terminated, and we should then get somebody else to appoint pages who will do a proper job.

I commented with regard to the quality of the supervision of the page force. I would like to observe to you, Mr. Chairman, that as a former page, I looked up to the supervisors that we had with the greatest of respect. I believe that situation exists today, and I know that in many instances, particularly our own side of the aisle, that the kids look up to their supervisors with genuine respect and genuine affection, and they hold their supervisors in high regard—one might say almost awe. I think that indicates a valuable source of inspiration.

I would say that in my experience those who supervise our youngsters are good and decent people who do a good job of supervising. They may need a bit more support, particularly from the individual Members, because I have heard from time to time that there are complaints about the behavior of Members with regard to supporting the supervisory people who deal with our pages.

One of the things that the supervisors tell me is that my kids not only are good and outstanding in all particulars, with whom they have no trouble, but one of the reasons that it is so is because I maintain an active interest in their behavior and their performance of responsibilities.

Some things to be done. I mentioned the behavior of the sponsor, the fact that a mechanism to assure proper interest by the congressional sponsor of the pages is extremely important.

In regard to age, I think that the age of our pages is at the exact point that it should be—16 to 17 are impressionable. I will say that my pages are appointed for 2 months. I will tell you why. First of all, as a former page I know that 2 months is long enough to let the youngster learn about the Hill.

It is not long enough to let them learn bad habits. It is long enough to let them make enough money to pay off the expenses their uniforms, their travel, and so forth. It is long enough to allow them to make new friends, learn about their Capitol, and gain an appreciation of the Congress, and I believe that is what the whole thing is about.

Now, other Members may choose to hold their pages for a longer period of time. In that instance, it may very well be proper, but I have found this to be the period which allows me to spread the greatest good among the greatest number of youngsters.

HOUSING

Mr. Chairman, housing for the pages stinks, and I think that the biggest single problem I have with regard to pages is not the character and behavior of the pages or anything else, but it is finding a safe and a proper place for my youngsters where they can live during their time here, and where they will have a modest measure of supervision, something which I believe is extremely important in terms of the House responsibility.

We have on the books legislation which authorizes housing, the John McCormack Home authorized in 1970. Since that time, the Congress has, with enormous diligence ignored that legislation. We have done precisely nothing, and I believe that a decent residence for the pages is required, and those who come from out of town and who are not able to live with relatives or family here or with some person that is satisfactory both to their congressional sponsors, their supervisors here, and their families, should live in an appointed page dormitory.

I have heard the cost of $15 million stressed as the cost for the page dormitory. That cost figure obviously comes from the same fellow who designed the Rayburn Building, and in point of fact it does. I can build you a gold-plated establishment for that cost—as a matter of fact for less than that cost.

We don't need to do that. There are rather better ways of providing adequate, necessary housing for a lesser figure. And we can come up with a mechanism whereby the pages can in toto, or very close thereto, amortize the costs of an appropriate supervised residence. I do not advocate, parenthetically, that these youngsters should be put on college campuses.

I think that that would be both chancy, unwise, lead to inadequate supervision, perhaps bad associations, and almost certainly would lead in the not distant future to a set of circumstances where probably we would have either scandal or a situation where the relationships with the college would vanish, and we would find ourselves with the pages back in approximately the same place that they are today.

I reiterate that we need not build fancy housing. The matter can be dealt with for well less than the $15 million figure.

I think that institutional supervision is required of the pages, and I mean institutional supervision by some kind of a responsible body specially selected from the House and from the Senate to supervise the behavior on duty and off duty of the pages, and to supervise their relationship with their sponsors, and to see to it that their congressional sponsor participates as an appropriate and a proper supervisor of his or her pages.

I stress again to you, Mr. Chairman, that the pages are a valuable institution. They contribute to the working of the House. They are loyal and they will work until they drop. They are good citizens. They do contribute mightily when they leave here. They are without exception, I believe, decent and honorable youngsters when they come here, and I believe that they can leave here not only as decent and honorable youngsters but fully and completely enriched by a valuable experience which will enrich the entirety of our society.

I think that the Senate age is too young. It is obvious to me that a 14-year-old is not of the proper age. I see that 15 years old is probably on the borderline; 16 and 17 I believe are optimum, and that, I believe, is important.

The educational facilities, Mr. Chairman, are poor and are inadequate, and we must make adequate arrangements so that we can have youngsters who can go to an adequate school where they not only will receive an adequate education effort, but where they will achieve an education which will be a part of a total experience and a total supervision of the young people.

Incidentally, let me say one thing parenthetically. A measure of supervision is important, but the kids I have appointed over the years have been able to be to a very large degree on their own. I believe one of the essential and important parts of the page experience is a measure of genuine independence—guided, supervised, but genuine independence nonetheless, and I am not in favor of converting this into some kind of a stultified authoritarian world for these youngsters.

I do not believe that that would provide the same degree of enrichment to their lives and to their future that a system that we have with independence would afford these youngsters.

If we were to constrict absolutely to the last two years of high school, and if we were to work out a meaningful arrangement between either the school where the youngster comes from, and the school to which he comes as a page, or to work out a mechanism whereby a supervised period of study from his home institution using the cooperation of the Page School, this, I think, would be immensely valuable. I would think that this could contribute mightily towards a better system of pages.

Mr. Chairman, there is nothing really wrong with the page system. Modest corrections I think are required. There is nothing wrong with having youngsters here of the age that we are talking about. I see no great benefit to bringing in college students.

You wouldn't get as much work out of them. You wouldn't get the same dedication that you would, and you would get much of the cynicism that we have seen in times past. You don't get the quality of young person at the same wonderful time in their life that you can find in pages, and I don't think that we should change that. We should change the supervision.

I believe that we require urgently some institutional mechanism of assuring that the behavior of pages is responsible, proper, and that the circumstances in which they are placed are proper and adequate not only to the protection of the good names of the pages in this instance, but also to protecting the good name of the institution which has been sullied, I believe, at this particular minute, irresponsibly, by the press and by certain other persons, some of whom are purported to be experts on pages.

I think we have to establish some ongoing and continuing institution for the supervision. I would suggest that we have perhaps Members of Congress, educators. Quite probably I would strongly suggest that the chaplains, who don't seem to be overburdened with labors here, might very well serve on that kind of commission, and it would be, I think, extremely valuable for us to have that kind of institution charged with specific responsibilities of supervising these youngsters who are a very precious trust to us all.

I think given these things, we would have accomplished much.

Now I would like to talk to you a little bit about the page's life. A page has a brutal day's work much of the time. He starts out at school at 6 o'clock or thereabouts, and he often is compelled through that and other things to work until late at night, and I have seen kids working so hard and so late that they were literally quivering with tiredness.

That is proper, and I believe that for a limited period of time it is a good experience for the youngsters. But I think that consideration to crafting a day's schedule which is much better suited to full productivity from the youngsters, and to achieving a measure of contribution which is within the physical capability of the youngster is very important.

I do remember, Mr. Chairman, in the days when I was a page, I rarely saw the sun except when I had the privilege of being outside on an errand, which I always ran outdoors just to have a little sun. I would leave home, all except during the summer months, in darkness, and oftimes almost invariably return in darkness home. I was fortunate to have supervision of very great, dear and very loving parents, and I wouldn't say, Mr. Chairman, that I didn't engage in normal youthful mischief.

I will tell you I am fully capable of distinguishing between normal youthful mischief—which is something we can look at with great forgiveness because we have all been guilty of it—and more serious behavior, and I think a lot of people tend to confuse the two.

High-spirited kids—and God save us, we must have spirit on the part of our youngsters because it is one of the things that will enable them to be valuable and lively and vigorous citizens—are important, and we ought not to have any other kind here as pages. But I saw none of the behavior of the kind that is charged, during the years that I had the privilege of serving as a page.

I have stressed to you I looked up to those who were my superiors and supervisors with enormous respect and affection, and valued them, and do today when I can still see some of them, although most of them are all dead now.

The Page School is better than it was in that day, but it is not good and it must be improved. The housing situation is not good. It must be improved. The mechanism for supervision by the sponors, by the Members who bring these youngsters here and by the institution must be perfected, but to now rush out, and in some curious panicky fashion, because of the press or because certain of our own Members who don't really have a full appreciation to say, well, we are going to change the whole page system, we are going to abandon it or we are going to get contract messengers, is I think, to throw away the baby with the bath water and burn down the barn to cook the pig. I suggest that those are not wise courses of action when you have this chance.

The pages cost money. Congress costs money. Government costs money. But pages provide a useful service that we have to get some way or other, and I don't think we could get it much more cheaply. They also provide a wondrous, wondrous educational opportunity.

I would simply observe to you, Mr. Chairman, by way of conclusion, that one of the experiences which I had which probably better than anything else save my association with my dad—whom I very much loved and very much revered and revere today—which suited me to serve in the Congress I believe with a measure of effectiveness was my experience as a member of the page force.

I learned the Members, I learned the traditions and the customs of the House, and I would observe to you, Mr. Chairman, that there are too few here now who appreciate and cherish the traditions of the House or its importance or what it means. And Members of the Congress would be vastly better were they to have the kind of appreciation of the House that those of us who did serve as pages had.

There is legislation pending, Mr. Chairman, which could be moved on relatively quickly. We can deal with the page question, with the housing question quite simply. That legislation has the authorization on the book. It is simply the question of a few bucks, and you don't need to go out and build yourself another Rayburn House Office Building. We can procure existing housing or put up good, adequate housing which will take care of the kids for vastly less than the estimates, the original estimates that I have heard talked about.

Mr. Whitehurst has a bill pending which I think affords—and I have been looking into this matter, adequate opportunity for good legislative supervision of our pages, and with perhaps some wisely adopted amendment, we might say that that is the mechanism which should be considered, H.R. 6806. I believe we should reserve serious and real compliments to him for his leadership in this particular matter.

I believe that the Page School situation can be fully corrected. Since the school system is now out of session, it should be, Mr. Chairman, a very simple matter to deal with the question of school, and to provide decent schooling while maintaining a decent system of relationship between the parents, the child, the school here and the school at home that would be dealt with.

There is a question of supervision by the Members of the pages. That could be dealt with through having the Members understand that if they do not properly supervise the pages that (a) the page will be sent home, and (b), the Member will lose the power to appoint the pages, which is a valuable prerogative and a useful one.

With those suggestions, Mr. Chairman, I think that we can preserve something which involves us all.

Mr. ALEXANDER. Thank you, Mr. Dingell. I appreciate your observations, which are excellent.

Could you tell us a little more about the process of selection which you use, which, of course, produces the high quality of individual that performs the service that is needed by the Congress?

Mr. DINGELL. Mr. Chairman, I have a large number of youngsters who are always interested in serving as pages, and we look over the youngsters who apply.

I have my district office very carefully interviewing them, talking with the parents. Most of the time the parents are known to me. We look at the kid's character, discuss his behavior, and so forth, with his teachers, and we ask that we have recommendations.

Pages are interviewed again when they come down here by my administrative assistant and by myself, and they are, as I have indicated to you, very carefully monitored in their behavior and are encouraged to use my WATTS line, which they use without cost to the taxpayers to talk to their parents so that their parents can deal with them.

Mr. ALEXANDER. In your background checks, do you go beyond the educational institution and the church association to the police department?

Mr. DINGELL. Not usually. We could. If I felt it was necessary for me to inquire of the police about a youngster, first of all I would probably have that concern triggered by something that would come in connection with the inquiries made of the school and pastor.

I probably would then choose that this is not a youngster that I would appoint, and would try to give it to some other more deserving.

Mr. ALEXANDER. I just asked it for the record.

Mr. DINGELL. I am glad to respond, Mr. Chairman.

Mr. ALEXANDER. Mr. Molloy.

Mr. MOLLOY. Chairman Dingell, again I thank you for being here from your busy schedule, and I know personally of your interest in the pages.

How many years have you been in Congress, sir?

Mr. DINGELL. I was elected in 1955.

Mr. MOLLOY. 1955. And how long a period did you serve as a page, in what year?

Mr. DINGELL. Oh, the late years of the New Deal and the early days of the war, from 1938 until 1941.

Mr. MOLLOY. This might be embarrassing. Can you remember the salary at that time that the pages got?

Mr. DINGELL. $4 a day.

Mr. MOLLOY. $4 a day?

Mr. DINGELL. And it was $4 a day during the entire time that I was a page, and we thought we were well paid.

Mr. MOLLOY. You didn't come out of the State House per se to be elected to the Congress?

Mr. DINGELL. No.

Mr. MOLLOY. Are you familiar with how they handle this in the State of Michigan?

Mr. DINGELL. I am not. We do have pages in the legislature.

Mr. MOLLOY. They do?

Mr. DINGELL. Yes, and I have met youngsters who have been pages up there, and they have profited and been very proud of their experience also.

Mr. MOLLOY. Your response has been all-encompassing. It just about covered all the areas that I am interested in.

Again I thank you.

One last point. I am so glad to hear that you take that interest as a sponsoring member. Unfortunately, under the other hat I wear, that is not always the case here. It is something we have to live with.

Hopefully it is something we can address ourselves to. Appointments, is that a problem that you discussed with Mr. Alexander? Some talk has come up, and I am not for this or against it, about a system similar to that they have in the Academy.

As a congressman, you get involved with the academies themselves on recommendations. Would you comment on something along those lines?

In other words, you do something that others don't do, I can assure you of that. You expand on the appointment process which we love to see, and that isn't always the case.

One of the recommendations that has come in from various people is that we do something similar to the procedure a congressional office uses regarding the service academies.

Mr. DINGELL. In what particular?

Mr. MOLLOY. A prospective page would come to your office, say you have six or seven of them, and they would be treated similar to those being nominated to an academy. In other words, there would be some type of semicompetitive examination which we would standardize for all members.

Mr. DINGELL. First of all, let me tell you I would have to differentiate very carefully, and I think you raise a very good question.

It is one that has to be addressed.

First of all, you are dealing with human beings and you are dealing with them in the very young and formative years.

I am not sure of the kind of mechanical tests which you would impose on appointees to the service academies would work as well with a page.

You are talking about youngsters who have completed high school. You are talking about youngsters who have been with their parents through the entirety of their lifetime, and you are talking about people who are making a lifetime commitment who are going to go through a very rigorous and a very spartan and a very closely supervised period of existence prior to the time that they take the step that they have been moving toward, and that is commission in the Armed Services.

I am not sure that the goal and the purpose and the end are the same in each instance.

I have to say that I would not favor this course. I will try and name other reasons.

The first reason is the purpose of the particular congressional action, and the second is that after all, when you appoint somebody to a service academy, you are trying to appoint somebody who is going to embark on a lifetime career.

I insist that each of the youngsters that I appoint to the service academies will commit themselves to serving in the Armed Services. They are not bound by this. They can't be put in jail or sued if they don't, but I do impress upon them that that is the price of the appointment; that is, that they genuinely intend to, and we interview them to find out if the kids do intend in fact to make a career of serving in the military.

There is no such situation with regard to the kids.

Mr. MOLLOY. I understand that.

Mr. DINGELL. Now with regard to the specifics, first of all kids have got to take the SAT; they have got to go through a physical; they have to have a physical aptitude test and a mental aptitude test, a process that takes almost as long as the total time that I give the youngsters that I appoint to be pages down here, and the cost of all of this is enormous, and I don't really think that it would benefit significantly the Congress or the sponsor or the page system appreciably because I am not satisfied that it would produce that much better of a quality of page service, or that much better quality of individual pages.

I feel it would be a vast increase in labor with small benefit, and I think that most of the members would come to realize that very shortly, and would ultimately reject it, and, having done so, a better system would be disregarded in favor of something that would not achieve success or long-term support or use by the members appointed.

Mr. MOLLOY. I agree too but for the sake of the record I wanted to put it on. It is a question that occurred which you probably heard. To back up a last question unrelated to this. Geographically, where did you live in relation to the Capitol when you were a page?

Mr. DINGELL. I had the great virtue of being able to live at home. For a period I lived over at the Methodist 110, right across from here, a 5-minute walk. That was very nice. Ultimately my dad moved out to about 49th and Reservoir Road, approximately where Foxhall and Reservoir Roads cross, and it was about an hour bus ride to and from school.

Mr. MOLLOY. Would you characterize the pages at that time, where they lived? Would they all have been in closer perimeter of the Congress here?

Mr. DINGELL. Some of them were pages who lived with parents; some lived with relatives and kinfolk here.

Mr. MOLLOY. But it didn't follow any pattern?

Mr. DINGELL. Some lived in boarding houses. Washington had many more boarding houses than they do today.

Mr. MOLLOY. Which they don't have now?

Mr. DINGELL. Boarding houses no longer exist, but the character of the Congress and everything has changed.

When I was a page, when Dad came to Congress, Congress was here for 2 months. They would convene on March 20, count the votes for the President, and adjourn punctually June 1. That no longer obtains.

The Congress now, as you know, functions in an air-conditioned business and we have to stay longer.

Mr. MOLLOY. Thirteen months out of the year. I thank you again, Mr. Chairman. I appreciate it.

Mr. ALEXANDER. Mr. Jankowsky.

Mr. JANKOWSKY. Thank you, Mr. Chairman. I just want to join in thanking Chairman Dingell for taking time out of his busy schedule to come talk with us this morning. His remarks have great weight, not only because of his current standing as a highly respected Member of the House, but because of his experience as a former page. They were quite comprehensive and very constructive. It did a great deal to help me focus on the issues.

To follow up one thing Mr. Molloy touched on, Chairman Dingell, short of objective standards based on service academy-type competition, would it be your thinking that we should have uniform standards that have to be met before a page can be appointed, or do you think a procedure based on the individual Congressman's discretion which balances the pages' service to the House with the benefits they receive from their educational experience is a better way to go?

Mr. DINGELL. I think general standards would be useful and important. I think if you start trying to do it like the one day we passed a memorandum of legislation, I remember the story—Mr. Molloy will appreciate this. They were trying to see to it that one particular fellow got an appointment, so they described the individual in the legislation as, I believe, a red-haired, blue-eyed, freckle-faced Irishman with one leg. That was open to question. I don't think we ought to describe our people quite so precisely.

I think we ought to allow a measure of freedom and discretion.

In connection with pages, there is a great human element here. You are really not trying to bring a kid down here and give him a job for 2 months. You are trying to build future leadership. The press and the Congress and everybody concerned should understand that this is a valuable tool to build leadership, and that is the real purpose for the pages. They may carry messages and do other things, but the real purpose is the future leadership. It is one of the contributions that this Congress can make to the future of the Nation. It has got to be viewed that way, and to allow a human element to go into that, I think is very important.

Years ago I had a kid, I had two kids. I will just tell you this story talking about appointments to military academies.

One was a kid that did not want to go, but his parents wanted him to go. The kid would come by the office and say how he wanted to go and the parents would come by with him. I appointed the kid three times. He failed three times.

He is a very successful doctor today. He didn't want to go to a military academy, but the parents were quite determined he was going. Today he is a successful doctor, but he would have been a lousy military officer.

I had another kid who came in and he failed twice. I had to pay out of my own pocket to get his teeth fixed so that he could pass the physical exam. He graduated not at the absolute bottom of the class, but so close that you couldn't tell the difference, but he has been a very successful officer. He made Colonel.

This is some years back, not recently, and he was a respected flier and officer in Vietnam, where he served with real distinction. That kid wanted to go. We had to watch over to see that he didn't flunk. He came very close to flunking out a bunch of times.

We had to see he was tutored and a number of other things to see that he stayed in the U.S. Military Academy because he wanted to.

Regretfully, if you are careless, the system is not going to reflect that. That is one of the things in putting a human element into this process. It is important.

Now, if you institutionalize this process or you get contracts where you contract out to some messenger service, you are just going to get contract type of messenger service and you are going to lose this inspirational quality that exists with regard to being a page and, futhermore, you are going to lose the opportunity to build good leadership.

I think that would be a national calamity if we were to have this happen, and if you pick college kids or you don't keep this very important inspirational quality present, you are going to suffer a massive loss.

If you are going to appoint kids who are older, you are going to lose that quality.

I don't want you to think that I am against college kids because I am not. We have always a large number of interns appointed in my office. They are valuable while they are here to me, as a Member. They are valuable to the people I serve. Their lives are enriched by their experience and we work with them to try and see to it that their experience is useful, but the kind of service that appeals to a college kid is quite different than the kind of service that appeals to a kid in his last 2 years of high school.

Mr. **ALEXANDER**. Thank you very much, Mr. Dingell. Your contribution continues to be valuable.

Mr. **DINGELL**. Thank you, Mr. Chairman. I feel very strongly about the matters I have talked about and I am taking a lot of your time, and apologize, but it has meant a great deal that you should know this.

Mr. **ALEXANDER**. In the event you should have additional thoughts, we want to invite you to offer those observations as the commission conducts its work over the next week or two.

Mr. **DINGELL**. Thank you, Mr. Chairman. I appreciate your courtesies.

I have a prepared statement to put in the record, Mr. Chairman.

[The statement of Mr. Dingell follows:]

TESTIMONY OF HON. JOHN D. DINGELL

I appreciate this opportunity to present my personal views and concerns regarding the Capitol Page System.

Some of you may know that my own service in this body began earlier than my election to Congress in 1955. It began with my appointment as a page. It is at that time, as a young boy, that the history of this institution and our democracy became meaningful to me and that I formed a high regard for service in the public interest. I now can say that clearly it was this singular experience which has greatly influenced the course of my life and, much later, the ultimate decision to seek public office.

The page program, in my judgment, has served Congress honorably since its very beginnings in 1789. It is an integral part of the traditions of this institution, which I strongly believe should be maintained and preserved. We would be remiss to overlook its lasting benefits not only to its participants but the nation. For high school students across the country, it offers a unique and invaluable learning experience in government and the legislative process. It provides an early training ground for the building of character and those standards of excellence and discipline. Over the many years, it has projected an image of competence and efficiency, which remains untarnished to this day.

I grieve that recent rumors and allegations have cast a shadow on the Page system and, what is more, its administration by the U.S. Congress. Every effort must be taken to assure that the fine youngsters serving as Pages in the House and Senate and those who have served in the past are not discredited by this unfortunate incident. For this reason, it is imperative that exhaustive investigation be pursued and that we proceed to examine those proposals and recommendations which can provide closer scrutiny and supervision of the Page Service.

Frankly, I find it incomprehensible that we have not moved in recent years to establish a housing facility or residence for our U.S. Pages, who now number about 101, (71 in the House and 30 in the Senate). We have let weeds grow under our feet since 1943, when legislation was originally introduced in the House calling for construction and maintenance of suitable accommodations.

On the House side, we are talking about youngsters, 16–18 years of age and in the Senate even younger, who come to the Nation's Capital on what is often their first experience away from home and family. Those youngsters, entrusted to us by their loving families, are not provided any semblance of a supervised dormitory. Quite the contrary. They are forced to find housing on their own in the nearby Capitol Hill vicinity—as boarders in rooming houses or private non-supervised facilities. In most cases, these facilities provide neither means nor domestic services, such as laundry. In all cases, supervision is either lax or simply non-existent.

The situation is hardly comforting. I know of no parent, who signs the parental consent statement assuming responsibility for the safety and well being and supervision of a newly appointed Page while in the District of Columbia, who is not concerned. Nor do I know of any member of this Body, who does not share in that concern.

The truth is that this whole problem of independent non-supervised living was the major obstacle in the appointment of female Pages in the Congress. Rather than a female versus male issue, it was the reluctance of Members to assume that responsibility associated with the appointment of a female Page.

To be sure, independent living can foster growth and maturity in the young. But, it also can be overwhelming in today's urbane environment with its conflicting lifestyles and abundance of accessible temptations. Despite careful scrutiny of Page candidates for those characteristics which demonstrate maturity, self discipline, and motivation, there will always be a few unprepared for the burden of responsibility thrust upon them. Given a salary of $735.00 a month, from which a Page must pay for housing, food, transportation and other expenses, he or she is given considerable discretion in the management of time and resources and, particularly, those activities pursued in off-duty hours.

We recognize that freedom can be misused and often in the Page service it can go unchecked unless it directly affects job performance or is reported by peers. It is here that the real problem rests, which can be effectively addressed by establishing a stable living environment for our Pages which can help assure adequate guidance and discipline.

In 1970, Congress authorized the acquisition of property for the purpose of constructing a building containing dormitory and classroom facilities for Congressional and Supreme Court Pages. A site was subsequently purchased for the John W. McCormack Residential Page school, but such a facility never materialized.

The time for action is now. Congress must appropriate funding to complete this worthwhile and long-delayed project. But any expenditure, I might add, must be prudent with all due respect to the American taxpayer.

In the long run, this small investment in the future of our young men and women who serve their country as Pages will produce national dividends in respect and confidence for our government.

In the Commission's investigation of this matter, I would further recommend a wide range of alternatives be explored, particularly imposing stricter academic standards for Page applicants than is currently required and, possibly, limiting each Page to only one year of service. It has been my practice to appoint Pages for only brief two-month periods. This not only gives more students the opportunity to serve in a given year, but restricts opportunities for mischief.

While there are critics who would relegate Page assignments to college students, I believe the program for high school students is much needed, particularly in a world of limited opportunity for this impressionable and energetic age group.

Our Page program is basically sound and should be continued. Like any other program, it can be strengthened and improved by careful oversight and constructive change. The job is ours and we must not back away from this responsibility to the American public.

Mr. ALEXANDER. The commission stands in recess until 2 o'clock. No, the Chair made a mistake. The commission stands in recess until 1:30.

[Whereupon, at 12:35 p.m., the commission was recessed, to reconvene at 1:30 p.m., the same day.]

AFTERNOON SESSION

Mr. ALEXANDER. The commission will come to order.

We will proceed and try to utilize our time in the most efficient way. We will now hear from Mr. Jim Oliver, who is one of the supervisors of pages, to provide us with insights and information from his experiences.

Mr. Oliver, we are pleased to hear from you.

STATEMENT OF JIM OLIVER, MINORITY OVERSEER

Mr. OLIVER. Thank you, Mr. Chairman and members of the commission. I appear before the commission as the supervisor of pages, as a landlord for pages, as a friend of pages, and a product of the page system. To the basic question addressed by this hearing, "Should the page program be abandoned?", my answer is as emphatic as it is unsurprising. I support the maintenance of the current system, with certain modifications.

The page program, as currently constituted, has flaws, but those flaws have been identified. It would appear to me to be reasonable to correct the problems we know to exist, in a program nearly as old as the Congress itself, rather than institute a substitute program with flaws we cannot anticipate.

In recent years, pages have come under the scrutiny of the Select Committee on the Welfare and Education of Pages in 1965, the Joint Committee on Reorganization of the Congress in 1966, the Committee on Rules in 1970, the Committee on Education and Labor in 1977, the General Accounting Office at the request of the Committee on Appropriations in 1979, and the Committee on House Administration throughout. Nothing in the recent reports about the general conditions for pages comes as a surprise to anyone who is familiar with pages.

The list of the various committees already mentioned is itself an indication of a fundamental problem. Jurisdiction over the pages is fragmented. Regulations are made by various committees and never carried out. Sometimes the committee itself ceases to exist upon the publication of its report.

In the last week at least four bills have been introduced to provide for a Capitol Page Board. If the board were a manageable entity offering continuity and coordination of all page interests, not simply an added layer of bureaucracy, it would serve a useful purpose. To have the Doorkeeper of the House and the Sergeant at Arms of the Senate constitute the board, and to empower it with statutory authority to contract for the education and housing for pages would allow the flexibility to seek solutions to the problems we know without impaneling a select committee every few years.

In determining whether or not the page system should be abandoned, the commission has sought the views of current and recent pages. You should be aware, too, of the views of those with great hindsight.

Three years ago the Doorkeeper sought to establish an alumni association for pages. Four thousand letters were sent to pages of record from 1941 to 1978. Twelve hundred responded with their current occupations and addresses. Among the comments received at that time were those from an electrician in Mississippi who was a page in 1959. He wrote:

> I was born and raised in a town of 1,000. I had never stayed a single night away from home. After 24 hours on a train and 30 days in Washington, I really grew up and appreciated to be a country boy able to have such a great experience. I would like for my 12-year-old son to be able to do the same.

A psychologist from New Jersey, a page in 1963, wrote:

> Without question, my service as a congressional page was the high point of my youth and the single most memorable event of my life, surpassing even the Bronze Star received in Vietnam.

Last month the Capitol Page School class of 1957 held an unprecedented 25-year reunion. Twenty pages graduated that year: One became a Member of Congress, one is currently a candidate for Congress, and several are lawyers, doctors and other professionals.

In response to a class questionnaire anticipating their reunion, before the subsequent publicity afforded pages, they had the following thoughts—from a Government executive:

> Capitol Page School and everything that went with it was invaluable to me and truly shaped my life. I was given a short 3-month appointment that has turned out to be 26 years of service to the Federal Government.

From a congressional staffer:

> Page School was a very fine experience for me. It helped me develop an early independence and get a greater appreciation for my family and its values.

One member of the class is an executive for the Space Shuttle who writes that:

> It was a wonderful experience that left me with many great memories.

From a psychiatric social worker in the same class:

> Page School and service as a page were instrumental experiences in my life with regard to expanding my knowledge of government, contributing to future aspirations and constituting my first life experience on my own, a truly unforgettable and much cherished experience.

I would like to address briefly the questions of housing and education. The Doorkeeper's Office provides a list of possible housing for incoming pages. All of those places combined can accommodate about 75 pages. The commission is aware that there are over 100 pages in the House and the Senate. In the last 2 years, three rooming houses have closed. One landlady has died and the disposition of her house is in doubt. Two landladies are in their seventies. They both have done a marvelous job of caring for pages for over 40 years apiece, but they can't be expected to continue indefinitely.

Thompson Markward Hall takes in 25 girls. The only remaining roominghouse was an experiment of mine. I have long been aware of the critical need for housing and the inaction of Congress since my term as a page in the 90th Congress. The alumni association mentioned earlier was used as a vehicle for leasing a 10-bedroom house to be used by pages. It was stocked with garage-sale and Government-surplus furniture. The tenants were expected to provide the daily maintenance. For 2 years I managed the house myself. I lived there myself.

When the receipts were insufficient to cover the debts, I paid the bills myself. After a while I recognized the management of the house itself was a full-time job, and I could not devote the appropriate attention to my duties on the House floor. I terminated the lease which the alumni association had for the house and returned to my own home.

I am proud of the effort, for I believe it to be as much as one could possibly do without major funding. But I am disappointed with the result. I will confess to the commission a newfound pleasure in living alone.

With that story to establish my credentials, I recommend to the commission the construction of a dormitory for pages. A dormitory fills more needs than simply providing shelter. It eliminates the periodic scramble for rooms insufficient to meet the pages' demands. It provides a centralized controlled and secure environment. It eliminates some of the contractual obligations that pages now face, in establishing a residence in terms of leases, even telephone service or furnishings.

It would provide regular and balanced meals. Some pages eat at fast-food restaurants every night, and don't see a vegetable for months. There would be room for extracurricular activities and physical training, and coordinated activities would develop the now unused educational potential of the page program.

I recognize that cost is a barrier to unanimous agreement on this proposal, but I believe that much of the expense can be recovered from rent receipts. Pages in a comparable environment at Thompson Markward Hall pay roughly $400 a month in rent. It is conceivable that an administrative foundation under proper management could be authorized to solicit contributions to further defray the expenses of the dormitory.

On the question of education, I believe that Page School, as administered by the D.C. Public School System, meets neither the needs nor the expectations of the Congress. We believe as we select our pages that we choose outstanding, capable, young men and women. The complaints are constant and consistent that they find no challenge at Capitol Page School.

Capitol Page School makes no attempt to tap its unique access to the resources of the Congress. The pages deserve an innovative, coordinated program which builds upon and amplifies upon the daily experience. There is no reason why pages cannot be provided with the finest education. If that requires an independent administration of the school, then that avenue should be explored at the earliest possible moment.

I have been necessarily general in trying to be brief, and I would be pleased to answer any questions that you may have with regard to any facet of the page program.

Mr. **ALEXANDER**. Mr. Oliver, we will want to ask you questions. We thank you for the testimony which you have given us. Could you be available following Senator Dodd's testimony?

Mr. **OLIVER**. Certainly.

Mr. **ALEXANDER**. He was scheduled as a prior witness and had to leave for a vote. If you will just have a seat over here.

We will call now on Senator Christopher Dodd, who has come from across the Hill.

STATEMENT OF HON. CHRISTOPHER J. DODD, A U.S. SENATOR FROM THE STATE OF CONNECTICUT

Senator **DODD**. Come home.

Mr. **ALEXANDER**. Come home, come back to where he began, and tell us how it all began when he was a page.

Senator **DODD**. First of all, Mr. Chairman, thank you for asking me to come over. I may be more of a curiosity than a source of any good information since it has been 20 years since I served as a page, and at that I was a summer page, an unpaid summer page for a very brief period of time over one summer, so really my offering of salient, pointed, up-to-date information on the present status of pages and their living conditions, educational environment is somewhat limited.

I appreciate the kind recognition having served as a page. It was a wonderful experience for me. I lived at home with my father, who was serving in the Senate at the time. We spent a summer together. I would come down in the morning and work, spend the day, and then have dinner with him at home at night in Georgetown, so I wasn't living in an independent living condition.

I didn't go to the Page School, so my testimony is probably not going to be as important as it would be for those who served more immediately or are presently serving as pages. But I do have some ideas and thoughts on it, and obviously it takes a situation to occur, I guess, before we react. That has historically been the case in this country. We don't deal with things that we should.

There have been suggestions about dorms and the construction of facilities and so forth. I think you will run into some real problems with that just physically, and the question of whether or not we ought to be building and the Congress operating an educational facility as well as living conditions for children really. That is what we are talking about, 14 years old. There is no way you can describe that as an adult. It is a child.

The system is kind of a throwback to the days when you had child labor, and while this is a tremendous work and educational experience, I question whether or not someone 14 really is going to glean as much as they should from the experience. I think you have got an opportunity maybe here to make some very fundamental changes. I was just going down as I was sitting here.

We have, I count 11, off the top of my head, universities in the greater Washington area, George Washington University, Georgetown, American University, Catholic, Howard, Gallaudet University of D.C., Trinity, University of Maryland, and there are colleages around. Rising costs of education are tremendous.

While a page's salary is not a tremendous amount, work-study programs and so forth, with flexible schedules that university students have, I think we might take advantage of the needs, financial needs as well as the needs of their House and the Senate that can be filled by pages and provide some sort of a relationship with the local university community, fill the need, not get into the business of building dormitories or worrying about educational programs and the Library of Congress, and provide a tremendous void that is not going to be filled with the present fiscal crunch.

We all know what is happening to student assistance programs, for a variety of reasons. Otherwise, I think we are kind of fooling around.

You have got 200 pages right now in the summer. You could certainly take some on in the summer where you might be able to work out an arrangement with the colleges as summer interns do. I have a host of these, as we all do, interns. They stay at American University or Georgetown. They live in the dorms there.

There is supervision for them, and these are college students. I don't take any intern that is in high school. I wouldn't have an intern in my office that was 14, 15, 16 years old. They can't do much other than be a "gofer," and there is no reason for it. I have limited it to people who are in college, and usually their second or third years, so they have got some idea what they want to get into.

And then there is a much better supervision for those people at that age than there is for some at the age of 14 or 15. So I think maybe the fundamental change in approach may be the best way to go rather than sort of twisting and turning and talking about building dorms and providing an educational system.

If you decided you wanted to do that, I would raise the age considerably. I would make it a minimum 17 to 18. I would limit it as far as to 6 months so they could come in, have a coordinated educational program with their own high school in effect so they could be getting assignments and so forth that when they go back they would be as close to on track with their old school if they were to to spend a year or two years down here, something along those lines.

But, clearly, you have got to change the age. I don't care whether you build the dorm or not. If you have got 14-year-olds living in a dorm, you are going to have problems—and 15-year-olds. It is obviously less of a problem than if they are wandering the streets, as they were when I was here.

You are virtually street urchins, in effect. The summer I was down here, Capitol Hill wasn't the posh real estate environment that it is today. It was a tougher neighborhood and living in basements and living in lofts over here on North Capitol, I don't recall any specific problems during that particular summer. We had a couple of all-night sessions with some civil rights debates back in 1961–62, but no significant difficulties.

My own view as one member is there has got to be some fundamental changes, and the easiest way to do it might be to recognize there is a need here in town and colleges and universities using these kids to fill the void of work to be done, and not go through the gyrations of worrying about dorms, teachers, and the rest of it.

Mr. **Alexander**. We appreciate very much your thoughts, Senator.

What considerations would you give to the selection process if you were calling on universities in the local area to provide the page services that are needed?

Senator **Dodd**. They are mostly national universities with the exception of some of the community colleges, but Georgetown, American, certainly Trinity, G.W. These are, I would guess that every one of these institutions have students coming from all 50 States, and certainly we all recognize the desire for members here to be helpful to folks back home.

So you don't have to worry about it just coming from one geographic area. Certainly of financial need, I think we all try to do that anyway when we do have our Lyndon Johnson intern programs, I think most members are fairly sensitive to try and provide that limited scholarship opportunity, if you have two applicants, and one is capable of sustaining himself or herself and the other one is not, I think generally members have tried to give it to the one who needed the help financially.

So you might have some sort of a relationship with the university community, maybe set up from the colleges a representative that would meet and set up some guidelines and so forth, not to necessarily rigidly follow. If we knew someone, a good friend back home that had a child down here, and based on the seniority system you wanted to give them an opportunity to work on the Hill in that job particularly as a page function, I wouldn't make it exclusive on that basis, but there are certainly some criteria that we maybe could work with.

Mr. **Alexander**. Don't you have some of that now? I am aware of at least one school in the region, Madiera School.

Senator **Dodd**. Yes, sir.

Mr. **Alexander**. Which makes it a requirement, one day each week, for sophomores and juniors to select some public service involvement in the Washington metropolitan region and work without pay in order to learn the nature of the involvement and to provide some fundamental services in exchange for the education they receive. This is done by at least one institution.

Senator **Dodd**. I have had them in my office. I have had the Madiera interns in my office, and they do a great job, have been very, very helpful and are highly committed. I don't mean to suggest that someone 14, 15 or 16 can't be a committed young person who really desires to do a thing. I think as a general rule of thumb—you have your exceptions. You meet 19-, 20-, and 22-year-olds who are suffering from severe cases of immaturity. You just pick arbitrarily because generally you get a degree of maturity at a certain age level.

Mr. **Alexander**. I know some 45 that have that affliction, maybe even a little older than that.

Senator **Dodd**. I didn't mention the high schools, and there are high schools. You have Gonzaga School virtually within walking distance of the Capitol, not to mention public schools in the area.

It is a different city. The relationship between Members and the necessity for pages I think has changed considerably from what it was. Years ago, pages did laundry or lugged laundry, picked up cars or whatever else there was. There was more of that kind of situation than actually doing the business of the Congress in effect.

Mr. **Alexander**. You are aware of the differential in the House requirements from the Senate requirements?

Senator **Dodd**. Age.

Mr. **Alexander**. On the age factor.

Senator **Dodd**. Fourteen to 17 and 16 to 18.

Mr. **Alexander**. Right.

Senator **Dodd**. That clearly has to, whatever else is done, that 14 is just ridiculous.

Mr. **Alexander**. So you are offering your recommendations on age to the Senate selection process as well as to the House?

Senator **Dodd**. We will do that for sure, yes. That is just too young, much too young.

Mr. **Alexander**. We appreciate your testimony.

Mr. Myers.

Mr. **Myers**. I thank our former colleague for coming back over. I am sorry about your interruption here that you—and to go back. Let me summarize. I believe I understand that you have come down clearly about the age, that we should do something about the age as far as increasing it. As far as education is concerned, I understand that you would probably have a preference to college students?

Senator **Dodd**. I would clearly change 14. Fourteen is just too young under any set of circumstances, and I would begin talking about a minimum age which is—I am again now talking about the Senate, to some degree, but isn't it is a problem, 16 minimum age for one.

If we are going to accept the present program as it is, 16 a minimum age, and limit time. I think six months' service, and you may stretch that to a year in some cases, but I think that would allow for a better educational environment where they could use their previous school's curriculum to some extent and stay on top of that rather than be removed from it.

Mr. **Myers**. I understand that you probably come down on the side of closing the present school and operating from their own school with supervised homework. Maybe I misunderstood you.

Senator **Dodd**. No.

Mr. **Myers**. That is what I am trying to clarify.

Senator **Dodd**. If you keep the present program, I would say 16 and 6 months.

Mr. **Myers**. What about school? Would you provide the school system for them here or what would you do?

Senator **Dodd**. I think you would have to for six months. There has to be some sort of educational environment where somebody could work with them on their studies programs for that time here. My preference is that we drop the whole notion of a dorm, we drop the whole notion of a school, and we use existing resources in the city; that is, college students or the Madiera kind of situation.

I won't limit it necessarily here, but I think we could provide a needed financial resource to students who are having higher educational costs, fill the needs of members around here and the institution for the services that pages perform without having to get into the bureaucracy and the cost of building dorms and running an educational system.

That is my first choice, but if that idea doesn't fly, then I would go back to the previous comment; that is, raise the age and limit the time. I guess you would have to work out some sort of a far better living arrangement than they have.

Mr. **Myers**. I have been concerned about the lack of quality education. I think it has concerned all of us for quite some time, and for this I am appreciative of this commission being appointed. If nothing else, I hope we can make some improvements in the quality of education.

I was intrigued somewhat by what I understood you to say. You see the school system not being operated from the D.C. as such, but as a supervised homework program conducted by the schools from whatever area the children came from for just one semester here.

Senator **Dodd**. Yes, there have been examples of that with people in the Foreign Service, the military, and people who are pulled away from their homes for whatever reasons. Schools are usually very accommodating, and you are going to have an opportunity to come to Washington for six months, then your math program, your English program and so forth, so it would be more of a coordinated effort with your jurisdiction of your state school system than trying to set up a whole educational system over here.

Mr. MYERS. We require in the House, if you remember, that the students coming here must be in the top of their class, making it somewhat easier to educate them in a system such as this one. I don't know what your requirements are as far as academics are concerned in the Senate. Are you familiar with what the Senate requires?

Senator DODD. No, but I think that standards are pretty much the same on that.

Mr. MYERS. We may get into that. We will get into that later with someone who is more familiar. I appreciate your testimony.

Senator DODD. Not at all, John.

Mr. ALEXANDER. Mr. Molloy?

Mr. MOLLOY. Senator, unfortunately this commission can't pay you for your unpaid services before, but we will attempt to tap your expertise. It is unique that you have both the House and the Senate at your disposal.

A question that has come up repeatedly—and it is certainly not something we are putting forward, but for the sake of the record would you comment on this—the services performed by the pages in relation to the floor and the legislative process, the recurring question has been raised by some that someone contracted from outside the framework of the House to perform these services possibly would not have the dedication to the remedial task. They might get bored, or they might over-involve themselves with the active legislative process of a House member or a Senator; in other words, they might get in the way, they might cause some problems there. Would you care to address yourself to that?

Senator DODD. I have heard that raised. I don't really think that is too serious a problem.

Mr. MOLLOY. Right.

Senator DODD. I always find with people that come into any office, the authority is mine, whoever is going to be the supervisor is mine, and the job to be performed and communicating the job description to the employee, the less likely you are to have difficulty.

That occurs in any level. If the job of a page is clearly laid out, what is expected of them, both in either the House or the Senate, and it is and it should be I think limited to the kind of functions you described, I think you are going to have very few problems.

I think if it is vague and open-ended and you hold out the prospects of getting involved in the legislative process and so forth, then you are going to have problems because the expectations are there.

But I think if you make it quite clear that this is an opportunity to watch the Congress to do its business and you are there to serve in a support capacity for the members and the professional staff of that institution, then I think the problems that you are going to have in terms of meddling in the legislative process are going to be minimal.

I think the clearer you can make that job description in the beginning, the less likely the problem. I found in my own case, where I inadvertently said to an intern coming in, "This is a chance for you to get involved in the legislative process," I found within 2 or 3 weeks they want to know what legislation they are going to get involved in.

I really didn't mean it that way with someone on board I wanted to help with the staff. It was my fault. I raised the expectation. I led them to believe they were going to get involved in legislation when the fact was there was no intention that they would be, and you make it very clear with those coming on board what they are going to do, virtually no problems.

Mr. MOLLOY. During your time in the House and Senate, did you appoint any pages, become involved in the appointment of any?

Senator DODD. No, I tried, but I was too junior.

Mr. MOLLOY. I appreciate it.

Mr. ALEXANDER. Mr. Wiggins?

Mr. WIGGINS. If we had a system of college pages, calling upon the local area, do you think is it possible to implement that system within the context of the patronage appointment system?

Senator DODD. I think you could. Again, I made the point earlier that I think you have got a pretty broad representation here of students around the country. I hold every year a function for students in Washington who are studying from Connecticut.

Granted, there is geographical proximity, there are 500 or 600 students from Connecticut here in Washington at colleges just at the university level studying. Again, you are going to have more from Connecticut than you will have probably from California, but I think you would be shocked at the number of students from California studying in the Washington area.

So, I think you could fold in the patronage idea. It doesn't have to be excluded. I think members ought to be able to have some, provide some help to people back home who are here and they know.

I don't see any reason to exclude that. It is going to limit it, obviously. You don't have obviously the same number to choose from, but I think certainly enough that it can be worthwhile.

Mr. WIGGINS. In summary, if we are able to implement your option one—that is, call upon college student pages—we avoid the housing problem entirely?

Senator DODD. Totally.

Mr. WIGGINS. We avoid an educational problem entirely?

Senator DODD. Totally.

Mr. WIGGINS. Presumably this is a part of their educational experience. What are the down sides? Those are all on the up side.

Senator DODD. Well, I think the one thing that you may—again, I think Jim's point about getting involved maybe in the legislative process, I think you run the risk there, but pages are pretty busy around here.

Mr. WIGGINS. Is that risk any greater than the kind of similar risk run in the case of interns?

Senator DODD. No.

Mr. WIGGINS. You haven't had a problem?

Senator DODD. No, I really haven't, but that is the only thing I can think of. Otherwise, you have the benefit as well as the financial support. You are seeing a tremendous reduction, for obvious reason, in student financial support.

If we really want to help somebody—and these schools are expensive; as I mentioned, almost all of them are private institutions and tuition is staggering—if this can help somebody out, to pay for their room and board while they are getting a college education,, I think we are provding not only a service to ourselves but a tremendous asset to students in this city and contributing to the educational process.

I have a hard time seing any down side of it. I just think that it is so fundamental we have got to make some radical change.

Mr. WIGGINS. The saving of about a quarter of a million dollars a year.

Senator DODD. I wasn't quite sure of what the totals were.

Mr. WIGGINS. The educational costs?

Senator DODD. Yes.

Mr. WIGGINS. No further questions.

Mr. JANKOWSKY. Senator, on option 2, if the age were raised to 16, if the program were structured to be a 6-month or even a 1-year program—say the junior year—and if it were well coordinated with the sending schools program, would such a program also be acceptable?

Senator DODD. It could. I would strongly urge you to go with option 1, but you may have some strong opposition to making that much of a change in the program. If you decide to go ahead with the existing program certainly the modifications have to be significant as to age and tenure or time and service down here.

That to me shouldn't be a problem at all. I think everybody should recognize that, and I think it is the length of the period of time. I suspect that if there are problems, the problems begin to occur in the second 6 months or the second year. The first 6 months the younger people coming down want to do a good job, generally are bright, aggressive kids that want to come in.

I would suspect the problems begin to occur on the longevity of their stay here, so I would limit the time, but I would again strongly urge option 1.

Mr. JANKOWSKY. We appreciate your coming over. Thank you very much.

Senator DODD. Thank you.

Mr. MOLLOY. Thank you. We appreciate it very much.

Mr. JANKOWSKY. The chairman has stepped out, but asked us to persevere.

Jim, if you could come back, we would like to follow up with questions.

Mr. MOLLOY. James, after your testimony, just a couple of questions. How many years were you here altogether?

Mr. OLIVER. I have been chief page for about 5 years. I was a page for a year and a half.

Mr. MOLLOY. Where are you from?

Mr. OLIVER. From Wisconsin. Melvin Laird appointed me a page in the 90th Congress.

Mr. MOLLOY. Where did you live when you were actually a page here?

Mr. OLIVER. I lived for 6 months in a rooming house.

Mr. MOLLOY. Where abouts?

Mr. OLIVER. Second and Constitution, and then for 1 year in an apartment on Second Street, right behind the Supreme Court.

Mr. MOLLOY. Am I right that from your testimony you characterize being a page as a positive and not a negative experience?

Mr. Oliver. Definitely, yes.

Mr. Molloy. Did you feel that you lost any contact with your school or your family when you left Wisconsin to come here, that year and a half you were here?

Mr. Oliver. No, I didn't. As Mr. Dingell mentioned, there are WATTS lines available to members, and pages can call home. I called home at least every weekend and wrote letters, and I don't think I ever lost any particular contact with the family or people back in Wisconsin.

As you know, there are about four major recesses during the course of the year—Christmas, Easter, Fourth of July and—Labor Day—which afford pages the time to go home.

Mr. Molloy. Would you say from your experience on an everyday basis—you mentioned four recess periods. Do pages tend to go home or stay in Washington?

Mr. Oliver. They almost always leave any pending recess a week or longer.

Mr. Molloy. If the page system should be continued, would you address yourself, without getting into the overlapping end of it, to the appointing process? There has been a recurring question that Mr. Dingell addressed himself to, about implementing a system similar to the nomination process to West Point.

Would you like to see the appointment process changed or are you content with the way it is now?

Mr. Oliver. The appointment of a page is something that can't be taken lightly. I know we have members select pages for various reasons. They may pick the kid who mows his grass here in the district, if he makes a good impression on the Congressman.

I was trying to find it in the statute, and I guess it is not in the statute, but a rule in the Doorkeeper's office that pages maintain a C average at school.

Mr. Molloy. Right.

Mr. Oliver. Even that is not—well, I would say for the Republican Personnel Committee that is not satisfactory, that we even raise those standards, to say that the Republican pages ought to have a B average.

We have something of a standardized process on our side, for which I have an application here, where we ask for a photograph and a transcript of grades and a resume and a parental consent form, a letter of recommendation from a Congressman, and an essay on why he wants to be a Republican page. So, we give some care and some thought to compiling information on the candidates.

Mr. Wiggins. What does the parent consent do?

Mr. Oliver. What he does consent to is taking the responsibility of sending his child all the way to Washington from wherever the parent is. The parental consent form says that the parent takes the responsibility for sending his child to Washington. Now, I think that can be construed to be essentially a statement of confidence that the parent has in his child, that he will perform his duties well and reflect favorably upon the Congressman and his parents when he is in Washington.

I might have to review that, too, but I think that was required by the Reorganization Act of 1970.

Mr. MOLLOY. Obviously you are going to be here. Would you in any way opt to change the requirement for whoever comes here as a page; in other words, the selection process again?

Mr. OLIVER. I am satisfied with the way that we do it, speaking for the Republican side——

Mr. MOLLOY. Speaking for the Republican side?

Mr. OLIVER [continuing]. That even allows us in requiring a B average, if the general rule is to have a C average, if we have essentially marginal cases just below a B average, we have the leeway of giving them a second chance for the next marking period just to see that they get their grades back up to where they ought to be.

I think some kids, for instance, have some trouble adjusting to living on their own, once they get to a new school, a new city, a new environment, that they may have initial problems adjusting, and once we get through that initial period and get things on an even keel, get their grades in order and everything else, I think it works out very well.

Mr. MOLLOY. Again, thank you. I thank you for your effort.

Mr. Wiggins?

Mr. WIGGINS. I want to ask you a couple of questions about your own personal history and something about your job. You came in the 90th Congress?

Mr. OLIVER. That is right.

Mr. WIGGINS. How old were you at that time?

Mr. OLIVER. I was 16.

Mr. WIGGINS. What grade were you in in school?

Mr. OLIVER. I was a junior in high school.

Mr. WIGGINS. Did your parents sign the parental consent form?

Mr. OLIVER. I don't think it was required at that time.

Mr. WIGGINS. Had you ever been to Washington before?

Mr. OLIVER. I did as a tourist. We lived closer at different times anyway when we lived in Philadelphia.

Mr. WIGGINS. When you came as a page, did your parents bring you here or did you come on your own?

Mr. OLIVER. My father brought me here.

Mr. WIGGINS. Did he help you find housing?

Mr. OLIVER. He did. We stayed at the Congressional Hotel and Fishbait assured us that he sent his best pages to Bertha Columbus Boarding House at Second and Constitution, so we went there and essentially took that without checking any others.

Mr. WIGGINS. Did Fishbait ever check in there?

Mr. OLIVER. Not that I am aware of.

Mr. WIGGINS. Did your father come back and check it?

Mr. OLIVER. I don't recall my father coming to town often, anyway. A year and a half later he came back for graduation. He may have come once or twice in the meantime.

Mr. WIGGINS. You did not graduate from your high school in Wisconsin?

Mr. OLIVER. No; I graduated from the page school.

Mr. WIGGINS. And did you go on to school thereafter?

Mr. OLIVER. I did go then back to Wisconsin to graduate from the University of Wisconsin at Madison.

Mr. **Wiggins**. How long have you been entitled Supervisor of Pages?

Mr. **Oliver**. It is Minority Chief Page. I have been that just over 5 years.

Mr. **Wiggins**. What are your duties?

Mr. **Oliver**. I supervise the pages to see that the flow of information runs smoothly, stay on the floor to see that the Members' needs are met, at the same time to try to see that the children's needs are met.

Mr. **Wiggins**. Do you have any supervisorial responsibility for them as people as distinguished from the work that they perform; that is, are you charged with any responsibility to check into their housing, for example?

Mr. **Oliver**. Not in a formal way. To some extent I have taken it upon myself, particularly in running this rooming house.

Mr. **Wiggins**. But that is not your job responsibility.

Mr. **Oliver**. It is not part of my job.

Mr. **Wiggins**. So far as you know, does anyone have that official responsibility?

Mr. **Oliver**. No.

Mr. **Wiggins**. Does anyone do so, to your knowledge?

Mr. **Oliver**. Occasionally. Everyone in the Doorkeeper's department is really aware of the problem, and there are times when we try to seek out alternative housing, but not in a really formal and structured way.

Mr. **Wiggins**. There is not a structured supervision on housing where an individual employed by the House of Representatives goes out to check and see where they are living on a regular basis?

Mr. **Oliver**. No; there is not, that is right.

Mr. **Wiggins**. Let me talk about this proposed dormitory, which you recommend. How big do you think it ought to be?

Mr. **Oliver**. Big enough to accommodate roughly 120 kids.

Mr. **Wiggins**. In your experience, as a landlord of 16 or so, how many support personnel do you think it would take to provide a housing facility for 115 or 116 pages?

Mr. **Oliver**. I would think it would take one overall manager on a full-time basis, probably one person in charge of maintenance, one person in charge of cooking, and then after that is where another kind of program geared toward a college age could be established in terms of getting roughly 10 college-age interns that will be interspersed throughout the dormitory in a residence hall managerial status.

Mr. **Wiggins**. That would be their own function, the interns, for the purpose of managing the pages?

Mr. **Oliver**. Their only function at the dormitory, but they, too, then could have intern type jobs or even elevator operator type jobs.

Mr. **Wiggins**. As I understand it, the ideal facility would provide food?

Mr. **Oliver**. Yes.

Mr. **Wiggins**. Provide some sort of recreational area, a gym, perhaps?

Mr. **Oliver**. Right.

Mr. **Wiggins**. And would attendance or rather residence be mandatory, in your view?

Mr. **Oliver**. It would be mandatory for those not living with immediate families in the immediate area.

Mr. **Wiggins**. And that could be a condition of their employment?

Mr. **Oliver**. That is right.

Mr. **Wiggins**. You ran a 16-bed unit for a while?

Mr. **Oliver**. It was 15, but that is close enough.

Mr. **Wiggins**. And you abandoned that effort?

Mr. **Oliver**. I did.

Mr. **Wiggins**. Why did you abandon it, if that is the right adjective?

Mr. **Oliver**. Yes; I think that is the right adjective. It is an adjective that I have used. It failed because it is difficult to compete in what is essentially the 1982 related market. The whole Capitol Hill area is considerably different from what it was 20 years ago, and the Edith Green report was written 20 years ago, and it says that Washington is different than it was 20 years before that.

Townhouses on East Capitol Street are $250,000 and even then they may not be renovated. What we had was a very large but still a very old house. It was in good repair, but at the same time, took a terrific beating from 15 kids living in it for 2 years.

The other rooming house available that we use for yardsticks of comparison, particularly in two cases, these operated by ladies in their seventies who are still in business, they have been in business for 40 years. They bought their townhouses when they were $5,000 apiece probably and paid off the mortgages some time ago.

Mr. **Wiggins**. Are you giving me economic reasons? Is that the real problem?

Mr. **Oliver**. Yes.

Mr. **Wiggins**. And I presume that problem is solved either by upping the ante, that is requiring a greater monthly payment, or by some sort of subsidy?

Mr. **Oliver**. Right.

Mr. **Wiggins**. And I think we are probably talking about a subsidy in this case.

Mr. **Oliver**. I should think so because at the same time you have reached the limits of what the kids can afford on their salary. If I could refer back to Mr. Emerson's testimony, he said that in 1955 he was paid $300 a month, paid $30 for a room and $40 for board. If my math is all right, I figure that to be 23 percent of his income went for room and board.

The girls that we have in a supervised facility at the Thompson Markward Hall behind the Dirksen Building, pay $400 a month on a salary of $735, so they are paying 54 percent of their income for room and board, and that is twice the percentage that it was 30 years ago, so you reach a limit at some point of just what the kids really can afford.

Mr. **Alexander**. Mr. Oliver, one of the principal values of the system is received by the pages themselves for having had the opportunity to be in Washington, to serve as a page and to learn from that experience.

Mr. OLIVER. I agree, and at the same time there is occasionally criticism that the page service is an elite bunch of high school kids from wealthy families, and if that were the case, then anyone could be a page as long as their parents would pick up the tab.

They do have certain heavy expenses in terms of getting their uniforms, paying their rent, accounting for their meals and living in what is really one of the high rent areas in the District. If you look at it as an opportunity for one who has no resource to come to Washington, it would take a certain amount of time for them to really break even, depending on how far they have to come from, and the other expenses they may incur while they are here.

Mr. ALEXANDER. Thank you very much, Mr. Oliver. Anyone else?

Mr. JANKOWSKY. Jim, were you here when Chairman Dingell testified?

Mr. OLIVER. Yes.

Mr. JANKOWSKY. I would like to review the differences the chairman has indicated relative to the benefits to the pages at various ages.

Chairman Dingell felt that the current age limit, 16 and 17 in the House, was the optimum age for absorbing the total governmental educational experience.

Senator Dodd on the other hand indicated that a college age page would be more receptive. What is your opinion of the optimum age for receiving an educational experience like the page program?

Mr. OLIVER. I do think that the 16 and 17 year old age is the optimum age. At the same time I agree with Senator Dodd that 14 or 15 year olds are too young. We had a House employee who went to work for the Senate once the Senate majority shifted, and we have been trying to work through him to get the age limits raised for reasons more than just that we believe it to be the optimum age at 16 and 17, but also the resources of the Capitol page school are stretched. If they have 14-, 15-, 16-, and 17-year-olds, they have to plan a 4-year curriculum.

Mr. JANKOWSKY. Right.

Mr. OLIVER. And if they consolidate that in junior and senior years——

Mr. JANKOWSKY. Would that line of thinking lead you to recommend one age, say 17, so we could consolidate the pages in one grade in school, maybe the junior year?

Mr. OLIVER. The perspective I have, too, is something of a manager. I think that that could work, if we limit it to one age, but we have almost an irreconcilable dichotomy. The page program is an educational experience, and there is no question in my mind that it is, and Mr. Dingell considers future leadership to be the real purpose of the page program, but it is a functional program as well.

It is intended to provide delivery for the Members of Congress. If we were to have an annual turnover of pages all on the same day, and sometimes we have very nearly that now at graduation, it is almost impossible to manage on the floor, to get things delivered and to know that people know their way to deliver things.

If there is a substantial way of integrating the year's turnover over the course of the summer, bringing the age limitations down to 1 year would seem not to be a problem.

One of the other factors that the Republican Personnel Committee considers, that is different from the Democratic Personnel Committee, is that we have a 1-year limitation anyway on our appointments, so limiting an appointment to a single year wouldn't really seem to me to present any barriers even to the system we already have.

Mr. JANKOWSKY. Do you think that 2 months, the period that Mr. Dingell's pages come for, is too short, from a service point of view?

Mr. OLIVER. I don't mind a flexibility. Again, you can go from extremes, from one to the other.

If everyone does switch every 2 months, it would be almost impossible to manage. When I was a page it was before the Reorganization Act of 1970. There were 30-day appointments, and in 30 days or at 60 days you can get the gist of the job and being in Washington and the experience that goes with being a part of the Congress. If that were integrated with other pages of longer terms, so that there are experienced pages who can carry the load, and help to maintain the training, and provide that transition, it is workable.

When I was a page and there were 30-day appointments, the 30-day pages came in at 9 o'clock and filed all the records on the floor, and the school pages came in after 10 o'clock after school was over; the records were done and we could begin deliveries.

Now we have no 30-day pages filing on the floor, which is difficult, because there is no one there at 9 o'clock. We run into some minor problems because we can never figure out what to do with the records.

Mr. JANKOWSKY. Two quick questions.

Regarding the educational system, assume you narrow it to 1 year, do you think it is preferable to have a program integrated with the sending school rather than have a complete junior year program here in the page school? Which is better in your view?

Mr. OLIVER. I would like to be able to amplify the kids' really unique access here. I can't do it because I am managing their deliveries and watching the floor action and trying to see that the functional part of the system works well, but someone with an educational experience and probably with Capitol Hill experience as well could help to find pertinent articles and materials. I don't mean to overwork the Smithsonian Museum and things like that, but there are also things that probably could be done by the request of the Congress or a congressman that could not be done by the general public. Pages have access as well to the different personalities involved in the Congress that are in many cases nationally known figures. Since they are right across the street from where they go to school, I would like to be able to build upon that to make it a coordinated and comprehensive program.

Mr. JANKOWSKY. One last quick question: On housing, we talked about construction on the hospital site or otherwise.

Do you know of any housing on the Hill that might be modified in the interim?

Mr. OLIVER. I don't know if Jack Russ is going to get into it or not when he testifies. Again, just on my own, we have looked around for different alternatives.

Way up Connecticut Avenue, there is a 4-H facility. Mr. Molloy wrote them 3 years ago asking if we could put our pages up there, and the response was OK, the charges 3 years ago wound up to be $386 a month. That didn't include transportation from way up in Northwest and we didn't feel that would be appropriate.

Around the Hill there was one building that is a policemen's athletic association at 6th and Massachusetts. It is a substantial building, but it is built to be a recreational center. It is also in need of repair, and it looked to be ideal for what we would want for a recreational center, but not necessarily what we would want for a residential center. We just essentially keep our ears open from time to time to see if anything really substantial appears to be available in terms of large buildings, but we haven't come up with any.

I would say too in adding on to one of the concerns that Mr. Wiggins had, I don't know if the Senate would be amenable or not, but if I read the paper right, they are building essentially a third gymnasium for the 100 Senators over there. If they were to make available in the evening hours one of their gymnasiums to pages, and if they were to live in a convenient location, even if we were to condemn the Thompson Markward Hall and take that by eminent domain right across the street, the facility would be existing in the Senate Office Building. Much of the residential area would be existing in the Thompson Markward Hall. Something like that might be arranged.

Mr. **Jankowsky**. The cost of modifying would obviously be lower than constructing a building.

Mr. **Oliver**. I should think so.

Mr. **Jankowsky**. Thank you very much.

Mr. **Alexander**. Anyone else?

Mr. **Myers**. Yes, Mr. Chairman.

Jim, thank you for coming this afternoon. I am sorry that I didn't get to hear all of your presentation, and the questions of my fellow colleagues and members of the Commission. As a witness you bring a very good perspective that very few of us can bring by the fact that you cover all of the bases that we are considering, with the exception of being a teacher and maybe some day you can even be that. You do present a good perspective here.

As I understand it, to try to sum up, you do support continuation of the page program.

Mr. **Oliver**. I do.

Mr. **Myers**. Pretty much in its present form?

Mr. **Oliver**. That is right.

Mr. **Myers**. But there would be room for improvement.

The other question is that in all your capacities, do you think that additional supervision is a must as far as reducing disciplinary problems? A disciplinary problem really activated this commission. It isn't in our purview, but in improving the program, we must consider if additional disciplinary or at least supervision is required. Do you think a whole lot of change in supervision is necessary?

Mr. **Oliver**. I think it is, and I think it is useful, without dwelling too much on the past, to just remember where we have come from.

Mr. Emerson was talking about living in rooming houses where one would live with a family, and they would serve meals, and it would be a family environment. Then we progressed rooming houses where families would take in essentially more than 2 or 3, they might take in 7 or 10, but adults would be there. We simply don't have the supply to meet the demand there, and I don't think that it would be up to the kids themselves to determine who is responsible and who is not in finding an apartment.

I think that some thought needs to be given to what is essentially the lowest common denominator among the pages.

There are probably 60 or 70 percent of the pages could manage themselves well in an apartment with little or no supervision, but the other 30 or 40 percent we would have to keep an eye on. You can't tell who they are when they walk in the door, so I would just as soon keep track of them all.

Mr. **Myers**. We ran into that, didn't we?

Mr. **Oliver**. I think so.

Mr. **Myers**. Thank you very much.

Mr. **Alexander**. Mr. Oliver, was there any testimony on your part filed about the present facilities at the Thompson Hall?

Mr. **Oliver**. Only to the extent that they reserve—I didn't mention this—they reserve one floor of one wing for pages. They will take either 25 or 27 girls. When that limit is reached, they will take no more.

There is no overall coordination of our page appointments, so we would never know until they show up if we have 27 girls, if we have 30 or 40 girls. In effect it is almost 50/50, there are probably about 50 girls. They charge $400 a month roughly, which includes breakfast and dinner, and I think they have meeting rooms, laundry and all of the essentials there.

They don't have a gymnasium, but they have the basic residential area there.

Mr. **Alexander**. Is that a privately owned institution?

Mr. **Oliver**. Yes, it is.

Mr. **Alexander**. What other utilization is employed there? How do they manage the rest of the space, do you know?

Mr. **Oliver**. I don't know which is the formal name and which is the informal name, but it is the Young Women's Christian Home, and I believe that there is a Christian consortium group that takes up a wing or so of the building. It was meant to be I think a kind of single women's home in downtown D.C.

I think if they had their druthers, they would revert to that, and not have pages stay there. They had instituted a supervisory program of their own to have proctors, a couple of girls on the pages' floor to keep an eye on the girls, to have them check in in the evening. They have setup their own program for maintaining that kind of supervision for the girls.

Mr. **Alexander**. Do you know who manages that program at Thompson?

Mr. **Oliver**. Off the top of my head, I don't know.

Mr. **Alexander**. Thank you very much. Anyone else?

Mr. **Wiggins**. Just a word or two. We bandy about the concept of supervision as if it is a meaningful concept with a specific content.

But when you talk about government asserting supervision over anybody, you get into a can of worms.

How would you envision that this supervision would work, by consent? That is to say, somebody has to establish a standard of performance, a level of acceptable performance below which disciplinary action or supervision would be imposed.

Let's suppose it is smoking. No, I don't think we would stand for that. We would let the pages smoke. What if you had a 16-year old girl going out with a 25-year-old man. Is that a subject for supervision?

What if they stayed out late, or worse yet, what if they denied it, and you have government now asserting some disciplinary process maybe without hearing.

In short, I don't want to flesh out all the problems, but it starts getting complicated. Have you ever thought this problem through?

Mr. OLIVER. I don't think I have really considered it from that angle, but at the same time it is only just on first blush marginally more extreme than discipline provided by a public school system.

Mr. WIGGINS. I was hoping it wouldn't be that bad. I understand there may be a constitutional right to a mini-hearing, and maybe that is what you wanted, or maybe that is what we should have here, a process that is due under the circumstances for complaints before supervision is asserted in the case of a page.

Mr. OLIVER. It depends, I guess. This is I think where the page board may come in, where it would be something of a disciplinary review. I think the page board would establish certain criteria and expectations of behavior. I don't think that the page board will get detailed enough to determine whom anybody would see.

I think they would get to the point where they would restrict hours.

Mr. WIGGINS. A youngster who spent all night, night after night in Georgetown, but nevertheless with the resiliency of young people who have the ability to bounce back does his job the next day. I expect the parent of that kid would owe some duty of supervision under those circumstances notwithstanding their ability to——

Mr. MYERS. It would be implied anyway.

Mr. ALEXANDER. Mr. Oliver, don't the parents have some responsibility here too?

Mr. OLIVER. That is another concern. It is not that we are working either in a vacuum or approaching an ideal situation. I think that the behavior of the teenagers employed by the Congress has to be held in comparison to the behavior of teenagers generally.

I think there are teenagers who live with their parents who are discipline problems and have problems staying out and have problems with behavior.

I should think though that we would have higher standards for the ones that we wish to employ, and a condition of employment would be to maintain those standards.

It is just that I am not sure that they would be defined in minute detail.

Mr. MYERS. We actually have a procedure now, Chuck. If a page has been reported to be nonconforming to what limited rules we have now, the problem is referred usually to the respective personnel committee. What I have done, as Chairman of the Republican Personnel Committee, is called the page in, discussed it with him, and at the same time advised their representative sponsor, so the sponsor can decide to talk with the parents.

Rather than assume that responsibility, I pass it on to the sponsor. I assume you probably do the same thing on your side. Maybe you never have any that step out of line, I don't know, Bill.

Mr. ALEXANDER. In my case, all of us have had experiences with pages, and those have been by and large good experiences. In the instances where a page gets out of line, so to speak, from my perspective he is on the next plane home.

Mr. MYERS. Without any discussion?

Mr. ALEXANDER. Oh, no. We have some discussion about it, but he is on the way home. In my case we expect the pages to live up to a certain standard. Of course, we discuss that with their parents and it is always a matter of mutual understanding. But failure to meet standards is unacceptable.

Mr. MYERS. That is true, and I think that it isn't one responsibility. Jim, who is the manager on the Republican side, cites its irregularities or what we think is out of line, and then we have a procedure for dealing with the problem, but we don't usually send them home. It depends.

We haven't had to do that except twice in my tenure.

Mr. WIGGINS. Is there a published list of standards, or is it sort of a warning and then you don't do it again?

Mr. OLIVER. What we have is, I think, a list of rules. The pages maintain a C average.

Mr. JANKOWSKY. As long as the page serves at the pleasure of the sponsoring Member, the ultimate supervision is to be sent home. As long as that sanction is available I don't believe we have to think in terms of a big bureaucracy in terms of supervisory standards, because the ultimate supervisory discipline is to be sent home.

Mr. WIGGINS. That is the present system, but one of the things we are considering is asserting more formal supervision over the pages in a custodial setting. It may be changing the ground rules a little bit if we implement that supervision, which will impose upon us a greater duty than we now have.

Mr. MYERS. It seems to me this is something we will probably discuss a little later on when we come to some conclusion, but it is probably worth picking Jim's mind. He is around so we can get to him. Couldn't they discipline themselves as far as setting up their own board? If they are going to put up a dormitory?

Mr. OLIVER. That is possible.

Mr. MYERS. Dormitories in college set their own rules and govern themselves within the guidelines.

Mr. OLIVER. The page who was the Speaker's page a couple of years ago had thought it might be a good idea to set up an honor system based on how they operated the University of Virginia, which is composed of students, and applying their own disciplinary measures.

These would have to be worked out. At the same time, in talking about discipline, we have really very few disciplinary measures available to us. We may stop one's pay, we may send one home, and we may give one a good talking to.

Those are sort of a backward list of steps, but we have little else really available to us as far as I can see.

Mr. **Myers**. The bottom line is, we haven't had to. We have had a good bunch of kids that discipline themselves. They know what the rules are; they are willing to abide by the rules. I think the page program has been a very good one and very exemplary. I don't think we have anything to be apologetic about.

Mr. **Molloy**. No way. It hasn't been a problem.

Mr. **Myers**. Maybe we have been very fortunate, but at least I think we ought to compliment the pages that we have had.

Mr. **Alexander**. Anyone else? Thank you very much, Mr. Oliver. We will be talking further with you.

Our next witness will be Don Anderson. We welcome our friend and associate, Mr. Don Anderson, who in managing the Democratic Cloakroom, has considerable experience in dealing with pages throughout the year. We would be pleased to hear from you at this time, Mr. Anderson.

STATEMENT OF DONALD ANDERSON, MAJORITY CLOAKROOM MANAGER

Mr. **Anderson**. Thank you very much, Mr. Chairman and members of the commission. I am pleased to have the opportunity to share my views on the future of the congressional page program, and with your permission I would like to make a brief statement after which I would be pleased to respond to your comments and questions that may be forthcoming.

While I have had the pleasure of knowing and working with all of you, I would like to introduce myself as a former House page and a graduate in the Capitol Page School class of 1960.

In the nearly 23 years since I began my career with the House of Representatives as a page in the department of which I am now head, I have worn my page school class ring with pride and gratitude for the opportunity afforded me by the page experience.

I am profoundly committed to the continuation of the page program in essentially the form in which it has served this institution and its participants so worthily for many decades. I am totally confident of its value, its vitality, and its real promise of excellence.

Ours is a program of great strength, but also with some weaknesses which you have assembled here to address. We know what the problems are in the present program. They are not inherent, and they are reasonably resolvable.

They have been much discussed throughout my experience and with your support will now hopefully be solved.

Our pages are frequently described as the cream of the crop, and with conscious pride we like to agree that they are. It is actually a happy accident that the vast majority of our young people come here with an abundance of enthusiasm, loyalty, integrity, and intelligence. They are in reality a rather random sampling of young people from throughout America which I think says much for America's youth.

In an era during which the Congress has moved with determination to involve our youth in the full role of citizenship by such landmark achievements as the uniform 18-year voting age, it would be indeed lamentable and certainly inconsistent for us to eliminate the few existing opportunities for high school students to share the remarkable and meaningful experience of consensus government.

It has been recently suggested that our pages are affected by powerful forces in the city of Washington, and within this institution, and in truth they are. Here they develop a respect for people and their institutions, an understanding of the difficulty of reconciling the ideal with the practical, and faith in the seemingly impossible process by which we 230 million Americans actually govern ourselves.

This city contains no sinister temptations or hidden dangers not present elsewhere. It does contain inspiration, culture, beauty, and history available nowhere else. The experience of living here affects our pages positively, indelibly, and powerfully. It is unfortunate that there are rare and sometimes conspicuous exceptions.

I am familiar with the position delivered to you this afternoon by my friend and associate, Jim Oliver, and agree in every particular with his views. Jim's personal knowledege of the program and dedicated efforts to preserve and improve it go far beyond my own, but we share with many others an abiding commitment to see our program continued and achieve its potential excellence.

Congress is sensitive to the problems of people everywhere. It must be sensitive to the problems of its own young people. Congress is effective in solving the problems of others. It must be no less effective in solving this problem which brings us together.

Thank you.

Mr. ALEXANDER. Thank you very much, Mr. Anderson. We have heard from a number of people today and all of us are pretty much into this question.

In dealing with the pages, if you should be asked to list the priorities needed in order to improve the system, what subjects would you address and in what order?

Mr. ANDERSON. I would put housing as the number one top priority, followed by great improvement in the educational structure for the pages, and I would emphasize a consolidation on one site of education, housing, dining, and recreation facilities.

I would rather than have the pages live, work, play, and eat in the neighborhood, develop their own sense of neighborhood and community in a place especially set aside for all those activities, providing a decent, wholesome supervised and in every way appropriate atmosphere for young people to live together.

Mr. ALEXANDER. Those are all subjects that we have talked about today, and I would like to proceed on to another subject before I ask the other members if they want to ask any questions.

The value of the system to Congress in the services that are performed has been addressed.

No one has actually delineated those services, and I think for the record that they should be described, and I see Mr. Russ is here and he will probably describe that. I was advised earlier that he might not appear as a witness. I will defer that line of inquiry until he appears.

Also, the value of the page system to the individual has been mentioned as well as the value to the nation.

Would you care to comment on the value of the system to pages as you hear them express their opinion about that value in dealing with them on a day to day basis.

Mr. **Anderson**. Certainly, Mr. Chairman. I can start off by reflecting on my own experience as a page some 23 years ago when I came here in the 86th Congress.

Without question, as you see by my presence here today, it was the most profoundly important step of my life. It, quite by accident, launched me into a career which I have found deeply satisfying and fulfilling in every respect. I have had an opportunity to serve with the House and among its members, and to feel that I have in the early days of my service here and throughout what is now a fairly long period of service, to effect some change and make a contribution to this remarkable institution of our government.

I think that while my service to the House has been long, it is no more significant than the much briefer periods of service that our pages enjoy.

Over the years I have heard them reflect both on the spot and in retrospect as our paths have crossed over the years, that it was perhaps the most significant event in their lives, including marriage and other such events.

It has given them sensitivity to their fellow persons, has made them mindful of the needs of people around them, understanding that people do try to work together and do work together to solve one anothers' problems, and that the Congress quite apart from its perception among many as being something remote and apart from them, is equipped to do their business, to solve their problems, and in reality does that in a very effective, efficient, and dedicated way.

My class celebrated its 24-year reunion 2 years ago. Of the original 23, 20 survived and 15 made the event. All of us had achieved real success. The professions, business, and government were represented in our ranks. All of us had achieved pretty much what we set out to do. We had a common bond insofar as our service together was concerned, but moreover, we felt that the influence of what we saw and did here together, and as individuals, and service to our respective chambers, had a tremendous impact in giving us motivation and direction, to carry our achievement here into the rest of our lives.

We spent a lot of time talking about what we did and how it affected us.

Mr. **Alexander**. Thank you very much, Mr. Anderson.

Mr. Myers?

Mr. **Myers**. Thank you.

Don, between you, Mr. Oliver, and Mr. Russ, I think you have been closer to the individual pages than any other witness we have had or probably will have. You didn't make any recommendation as far as any changes in the age of the pages that serve here. Would you?

Mr. **Anderson**. Yes sir, Congressman, and if it had not been brought up I intended to. I think that the 16 to 18 limit that we have in the House is most appropriate.

In 1970, during the debate on the Legislative Reorganization Act of that year, which was, as you know, mainly a House provision, we were hopeful that the Senate would go along with our raising the floor for the age of the pages.

As it turned out, for whatever reason, they were reluctant to do that.

As a result, we have young people on the Senate side who I think are a little too young to serve. When I was a page, of course, we had 14-, 15-year-olds from both Houses, not just the Senate. I think it was a very wise thing in retrospect that we raised the floor.

I think that rather than do it arbitrarily by age, I would see the program restricted to juniors and seniors, which would essentially cover 16- to 18-year-olds. There might be an occasional 15-year-old junior or a 19-year-old senior, but I think very few of them.

Had we in effect a 2-year curriculum we could provide a much better education concentrated on 2 years rather than spread out over 4 in which there would be just a handful of students in the first 2 years.

I would also like to see an absolute 1-year limit with no exceptions, on the period of service.

Mr. **MYERS**. That was my next question.

Mr. **ANDERSON**. I could read it in your eyes, Mr. Myers. I do feel very strongly about that.

I think it is an excellent opportunity to participate. Not only would a 1-year limitation serve the interests of more individuals, by creating a more frequent rollover of those who have been appointed, but would also, I think, give the pages adequate time to properly experience the congressional setting, to enjoy the many wonderful attractions of the city of Washington, even if it took some diligence to do it. At the same time we ought not lose sight of the fact that this is a temporary situation in their lives, as it is indeed a temporary situation in the lives of all of us, that we come and go, that there is a lot of America out there.

Our Nation doesn't begin and end in the city of Washington, which I think young people who stay here too long have a tendency to feel.

For my own part when the seniors are preparing to graduate from the page school and go on to college, I urge them to choose a college away from the city of Washington, see what else is going on out there in America, meet other people from other backgrounds who are doing and intend to do other things. If after 4 years, which are the last free 4 years of their lives, they are still inclined to come back to the Capitol, it will still be here. The Congress has been in existence for nearly 200 years.

Relatively few come back. They do find that there are other career fields which are equally attractive, and that while Washington may at one time seem to have been Mecca, it really isn't.

Mr. **ALEXANDER**. People in Arkansas call it Potomac fever.

Mr. **MYERS**. And there is no cure either for it, I guess. I have never had it myself.

Mr. **ALEXANDER**. If you get it, you get a cure for it.

Mr. **MYERS**. Every 2 years.

Don, you mentioned the maximum period of time. How about the minimum time? Would you provide for a minimum time that a page might serve?

Mr. **ANDERSON**. I would suggest something like 3 months. However, I think because there is educational continuity to be factored in. Whatever the minimum, it should be consistent with the educational program, if possible. I think service should follow the curriculum of the page school, perhaps a semester amounts, 4 months, 5 months, so that education could be unified with employment, and there wouldn't be unnecessary disruption in the course of transferring up here and transferring back, whatever that might be. I would suggest a minimum that would be consistent with sound educational practice.

As far as a barebones minimum, I think less than our present 2 months would not be practical.

Mr. **MYERS**. Have you ever seen a homesick page?

Mr. **ANDERSON**. Yes; I was one for about 30 minutes.

Mr. **MYERS**. In my experience, and I have been here several years, I have never seen a homesick page.

Mr. **ANDERSON**. It doesn't last long, Congressman.

Mr. **MYERS**. I have seen a lot with tears in their eyes leaving their friends here, leaving the job which they have become accustomed to. In my job as personnel committee chairman, right now I have a list of young people who want to extend their term. I am sure if we put it before the pages they would like to have no limit as to how long they could stay here, even beyond the age of 18.

I quite agree with you. I think we ought to afford the experience and still get what pages are here for, and that is to get the job done.

Mr. **ANDERSON**. That is correct.

Mr. **MYERS**. We have to have some medium here. I think we must limit the term.

Mr. **ANDERSON**. Something that I always point out to our pages, is that they are here to do a job, and they don't receive that paycheck on a monthly basis because of the benevolence of a grateful House of Representatives.

There is plenty of work for all of us and it needs to get done in good order, and with very rare exception the pages rise to that challenge and are tremendously supportive of those of us who supervise them, those of you who appoint them, and the institution generally. I must say I make a little boast as the Manager of the Cloakroom. As you know, we operate a large bank of telephones which not only receive calls from Members and their staffs but from the general public as well.

Most of the phone calls are answered by the pages, not by myself and my two assistants. I know for a fact that most of our callers are unaware that they are talking to teenagers who in all likelihood have never had a real job before, because of the excellent manner in which they respond to difficult, complicated questions about Chamber action, the legislative program, the parliamentary situation and so forth. Just to make sure they are up to speed, and I hate to give away my trade secrets, I will duck into another phone booth and call in, disguise my voice the best I can and ask some complicated question just to make sure that we have a little quality control.

Mr. **Myers**. That is called "dirty tricks" some places.

Mr. **Anderson**. Well, I will leave that to your judgment, Congressman.

Mr. **Myers**. Thank you.

Mr. **Alexander**. Mr. Molloy?

Mr. **Molloy**. Don, how old were you when you came here as a page?

Mr. **Anderson**. I was 17 when I arrived and 17 when I left at graduation.

Mr. **Molloy**. You left for an interim and then came back?

Mr. **Anderson**. I went back to my home in California a year where I did my first year of college and then Potomac fever, which apparently is never quite cured as Congressman Alexander pointed out, became virulent again, and I returned to Washington. I have been here ever since.

Mr. **Molloy**. So you didn't follow your advice to others?

Mr. **Anderson**. I did go away for a little over a year, so I must say that I did.

Mr. **Molloy**. In your statement that the pages do a job for us, how would you treat that in relation to a personal experience for them, if you had to weigh one over the other. In other words, they do a job, they are on a remedial basis. On a comparative basis, what do they get out of it and what do we get out of it? Do you follow me? Is my question clear?

Mr. **Anderson**. Yes, I do exactly. Since you have been Doorkeeper in the last 8 years, you have made an effort to try to expand the horizons of the program. Let's tie the work to the educational experience. Let's try to bring in other facets of what goes on here on the Hill so that the pages don't just see what they do in a very narrow sense each day, but to learn about the broad aspects of the Hill; for instance, how the media operates, the lobbying practices——

Mr. **Molloy**. We have certainly had that in the last couple of weeks.

Mr. **Anderson**. Yes, we have certainly learned much about the media. Also, the computer operation here, the history and lore of the House, which is a subject that I am particularly fond of, and get into any time I have the opportunity before a captive audience.

We have tried to broaden the horizons so that although they might be doing a job which might be described by some as menial or certainly uninspiring, running errands. But then again, I don't think any page ever came here without expecting to run errands as part of the work.

I didn't realize that there were other jobs. I expected to run errands to the office buildings for the 6 months of my appointment. I had no idea of the varied services performed.

Mr. **Molloy**. I understand what you are driving at, but I probably phrased it wrong and it turned out to be self-serving. It wasn't meant that way. The theory would be that they do a job for us. Anybody can do that job for us, the next 50 kids we take off the street or the next 50 college students. There has been some expression here that the next 50 senior citizens could do the job.

In relation to that, in your experience with the pages, do they do a better job, an unusual job, or do they gain some educational advantage?

Mr. **ANDERSON**. Yes; I think they do an excellent job. First of all, let's face it, I am surely not the first person to present this argument here today. It certainly has been discussed for years prior to this.

High school students are more inclined, in my opinion, to be cooperative with management in terms of doing these things. There are things like delivering flags and bundles of records, that older people might find a bit too servile, but must be done.

Mr. **MOLLOY**. How about college students?

Mr. **ANDERSON**. College students or even beyond.

Mr. **MOLLOY**. Let me direct my question to this. While I was in college I was a bellhop in a hotel, an interesting job, and did just about everything. The minute I ceased to do them, I ceased to have a job.

How do my conclusions from that time relate to the pages? You say that high school kids have arrived at these same conclusions, and this factor has been put out on the table.

I don't take this position, but I would like to put it on the record. Is there some reason why high school kids will do the job better, quicker, faster than a college kid? Is this just an idea we have in our minds? I knew perfectly well if I didn't get that pack of cigarettes or something, I lost my job. There would be another bellhop to take the job. I was in college at the time.

Mr. **ANDERSON**. I think they are very responsive to that sort of thing. College students generally by then have enough education so that they in many respects, at least so far as the Hill community is concerned, can expect to do more, more significant things, get involved in speechwriting research, things that we certainly wouldn't expect from a high school student with no background.

I think that indeed we expect in many areas of the page service more than one would expect from a high school student, and as I have just said, they do it very well.

I think that they have a certain eagerness to do a good job, to perform well, to the admiration of their supervisors, and the Members and their peers in this setting. With rare exception have I seen a reluctance to do the best, to do it quickly.

We do have some pages, of course, that from time to time, as you well know, need motivation, but I think by and large the young people that we have in our midst are very responsive to the requests that are made of them.

I just don't think from what contact I have had with college students here, that they would be as anxious to assume these duties, and that there might be a management problem.

Needless to say, these are things that may not seem important of themselves, but they are nonetheless things that must be done quickly. They must be done thoroughly, and we just don't have time in the business of the day's session to be discussing reasons for everything that must be done, just to understand that it must be done now, it must be done well.

On the House floor ours is a business for which there is no homework. If we don't get it done here and now it can't be done later.

We can't go home and do it. We can't do it the next day. Everything on the House floor is current, and that is very important.

We find that our young people are very responsive. It could very well be that other people might also be. However, I am sure of the response and the diligence of the teenagers that we have working for us now.

Mr. MOLLOY. Thank you.

Thank you, Mr. Chairman.

Mr. ALEXANDER. Mr. Wiggins?

Mr. WIGGINS. Don, the lifestyle of the page is obviously important, and their experience here in Washington is obviously important, but I think we must agree that the experience is not why the page system exists. The system does not exist for the benefit of pages. Rather, it exists for the benefit of Congress.

In pursuit of that primary purpose, perhaps the pages receive some incidental benefit, but let's remember that it is an incidental benefit as compared to the primary purpose of serving the day-to-day needs of Congress.

Now, let me focus on the primary job to be done. I was listening to the colloquy between yourself and Mr. Molloy about whether age was a necessary ingredient of getting that primary job done.

I was wondering to myself, would the job be done better if they were 18 years old, 19 or for that matter if there was no age limitation. Or is there something unique in the job that requires that it be done by a 16- or 17-year-old?

As I understand your response, some of the jobs are so menial and perhaps so demeaning to a more adult person that they would not be performed cheerfully and willingly. Did I understand you correctly?

Mr. ANDERSON. I can direct your attention to the dictionary definition of a page, which I never use, because I strongly disagree with it. A page is defined as a serf, a messenger, one in attendance.

Mr. WIGGINS. But that is not what they are.

Mr. ANDERSON. No, indeed they are not. They are not servants. They are employees of the House who do things that must be done in keeping the institution operating efficiently and effectively.

It is not work that we make for the pages to do. It is work that the House requires and must do no matter who performs it.

Mr. WIGGINS. Do you think there would be any difficulty in having a college age student run a message from point A to point B in the Capitol?

Mr. ANDERSON. Not at all. However, if I may continue, Mr. Wiggins, how can you work out a college curriculum and the additional demands that are required with essentially a 9-to-5 job?

Mr. WIGGINS. My answer to that is that we don't work out a college curriculum. We do not assume a responsibility to provide educational opportunities for adults. In short, you avoid the entire educational problem if you use kids 18 years or over.

I am just curious to know whether or not there exists something in the job that would preclude an 18-year-old from doing it. I gather it is probably not too demeaning to an 18-year-old to run an errand or to put the records under the desk in the morning. Have you ever had anybody rebel at that job?

Mr. ANDERSON. No, not at all.

Mr. WIGGINS. You should know that there is some empirical evidence on this supposition. According to the Library of Congress, many States use college kids, and so far there has not been a demonstration of this rebellion that you foresee. Now, it is possible that in these various States, and in some foreign parliamentary bodies as well, that the pages are not asked to get a package of cigarettes or a package of cigars. Very frankly, I personally think that the first page that is asked by a Member to get a package of cigarettes ought to tell the Member that he is too busy.

Mr. ANDERSON. It would probably be difficult for the page who did. All of us, whatever our positions, have a basic understanding that we are here to serve and support the Members, but certainly within reasonable limits.

Mr. WIGGINS. But sooner or later, some page is going to have to stand up for what is right. They are not hired to perform that kind of service. I understand that in any busy office the top secretary may get a package of cigarettes for the boss or the boss for the secretary, if necessary, to keep the system going in a crisis situation. But as a routine job, I don't regard that as the function of pages.

Mr. ANDERSON. Well, they are scarcely routine, Mr. Wiggins. While it does happen from time to time during the course of any day, the pages are scarcely used by the Members as personal servants to run that sort of errand, but you and I know they do, and they do it cheerfully. I don't feel that it creates any situation for which we have any cause for apology.

Mr. WIGGINS. But you feel that it might be a problem if they were age 18?

Mr. ANDERSON. It might be a problem.

Mr. WIGGINS. Is there anything else about the job that makes it uniquely suitable for a person under 18?

Mr. ANDERSON. Well, it is essentially a fairly straightforward and simple type of job assignment, and it is something that we can work out with their educational needs. I think that the whole thrust of the thing is to give young people at an early age an opportunity to see their Government in action.

Mr. WIGGINS. But we started from the premise that experience was not the primary purpose. That was the incidental purpose. The primary purpose of the page system is to serve Congress, not to educate a group of people.

Mr. ANDERSON. I see that as the primary purpose, but I see the experience of the pages as being subordinate but not incidental by any standard. I see that as nonetheless a very important one. This is a unique experience afforded to a very few young people, and I think they prosper by it.

I have always felt both in the realm of my own experience as a page and thereafter that there was a conscious motivation on the part of Congress to give young people an opportunity to participate, perhaps not at the highest level, but certainly at an important one in their Government, and also as a way, though it is no longer significant because of the cost of living and the freeze on their salaries, to put a little money aside to get started in college.

It was an indirect subsidy on the part of the Congress to further young people's higher education. Granted, some of them need it, some of them don't. That has been my traditional perception of the program.

Mr. WIGGINS. I think we have all reflected from time to time on that idea. If we were writing on a clean slate and the object of Government was to provide some sort of a meaningful experience for high school kids in Government, would you come up with a page program? Is that what you would opt for? My best guess is that the answer is hell no. Not just no, hell no. There are a number of ways to give intensive, useful experience in Government to a large number of high school kids at a reasonable cost, other than having them carry messages between buildings here in the Capitol. In short, it is not a very efficient way to provide a governmental experience.

Mr. ANDERSON. I can go along with that to some extent, Mr. Wiggins, but we do have the page system now in place. That is a fact. The work needs to be done. No matter who does it, it must be done. We have a system which works very well, which has served the institution well, and certainly those who participate in the program.

Mr. WIGGINS. But we wouldn't have this hearing if it had been perfect. We are here because there is something wrong.

Mr. ANDERSON. Well, I am not sure we wouldn't have had the hearing if we had college students either, or senior citizens.

Mr. MYERS. Maybe we would have hearings more often.

Mr. ANDERSON. There was an 82-year-old man reported in the paper this morning with an interesting morals charge. I know my grandfather is going to read that with some interest.

Mr. WIGGINS. Blind and deaf.

Mr. ANDERSON. Some of us on this panel may be interested. What page is it on?

Mr. WIGGINS. I didn't want you to leave here, Don, without giving you a hard time.

Mr. ANDERSON. You promised me earlier that you would.

Mr. WIGGINS. Although I haven't given it to you with both barrels, I wanted to make your day.

Mr. ALEXANDER. Were you present here a minute ago, Mr. Anderson, when we were talking about the requirement of some of the schools in the region like Madiera School that prescribes as a requirement of its curriculum that the sophomores and juniors volunteer for service without pay for some function within the metropolitan region of Washington, one of which is service as interns and pages on Capitol Hill?

Mr. ANDERSON. I am not familiar with that, no, sir.

Mr. ALEXANDER. You are not familiar with the Madiera program?

Mr. ANDERSON. I am not.

Mr. ALEXANDER. Mr. Jankowsky.

Mr. JANKOWSKY. Thank you, Mr. Chairman.

I think a strong case can be made that the page system, as it has developed historically, at least has dual functions—educational value to the pages as well as service value to the Congress. Chairman Dingell set that out rather eloquently in his testimony.

From that point of view, Don, do you think that high school age is the optimum age for a page to be exposed to the educational experience provided by the page program?

Mr. **Anderson**. I do most definitely! I could not quantify that, having no particular expertise in education per se, but I can say to my own satisfaction and wthout any hesitation, that such is the case. They are very receptive. With their ability to absorb very quickly the complicated work of the House and to communicate it clearly, quickly, and concisely to the people who need to know immediately, and who must have the right information, it is to my satisfaction, judging from the very few complaints I get from having been misinformed by my staff, six out of nine of which are pages that they obviously can do it, and do it very well.

Mr. **Jankowsky**. So if you take the two functions together, that which the pages perform for the House and that which the governmental system in the House provides for the pages, your opinion is that the optimum age is high school rather than college?

Mr. **Anderson**. It is, indeed.

Mr. **Jankowsky**. Thank you.

Mr. **Alexander**. Mr. Anderson, we thank you very much for appearing here today.

Does anyone else want to add any additional questions?

Thank you, Don.

Mr. **Anderson**. Thank you, Mr. Chairman.

Mr. **Alexander**. Our next witness is Jack Russ, our colleague in the Democratic Cloakroom, who has the job of dealing with pages on a day-to-day basis, and has been here for a number of years, in that and other capacities. Welcome to the commission, Jack. We would be pleased to hear from you.

STATEMENT OF JACK RUSS, DEPUTY DOORKEEPER

Mr. **Russ**. Thank you, Mr. Chairman and members of the commission. I have a statement but I am afraid after listening to Mr. Anderson and Mr. Oliver and Mr. Dingell it only mirrors what they said. So, to save time, I will just submit it for the record, if that is agreeable.

Mr. **Alexander**. Without objection, your statement may be submitted for the record and we will be pleased to hear any summary you may make thereof.

[The statement of Mr. Russ follows:]

Prepared Statement of Mr. Russ

Since 1943, legislation has been proposed to establish centralized, supervised housing for pages. Roughly every five years some committee of the Congress inquires into the problems with pages. A comprehensive Study of the General Welfare and Education of Congressional Pages was issued in 1965 by the House Select Committee on the Welfare and Education of Congressional Pages chaired by Rep. Edith Green. The situation has gotten no better since then. With the subsequent introduction of female pages in 1972, it has become more urgent.

The Middle States Association of Colleges and Secondary Schools is the body which accredits Capitol Page School. In its 1964 evaluation, Middle States observed, "It is something else again to give these youngsters the great opportunity to be of direct service to their Government, and at the same time, deprive them of the basic protections to which they are entitled at this stage of their development. The Washington of today is a different city from that of 20 years ago." That statement itself is nearly 20 years old.

Middle States has long felt that CPS should be treated as a boarding school. In 1968, accreditation was nearly denied for want of supervised housing. The issue was resolved by political accomodation—Middle States acceded to the pressure of the

Congress and renewed the school's accreditation. The short term objective of accreditation was accomplished, but the underlying problems remained.

There was a time when pages' housing needs were met by numerous boarding houses on Capitol Hill. Each house was like a family—adults were present, meals were served—a page had few more worries than he would have at home. Gradually, with the redevelopment of Capitol Hill, boarding houses disappeared; rooming houses—where rooms are provided but not meals—replaced them and now they are nearly gone. There is almost no cheap housing on Capitol Hill. Two rooming houses have closed in the last year; of the four reliable ones remaining, two are run by ladies in their seventies. Over the past several years the number of pages employed by the Congress has increased, the number of pages appointed from home districts has increased, and the amount of housing suitable for them has declined.

In a limited way a dormitory environment is provided now by Thompson-Markward Hall. It is a secure building where adults are present, meals are provided, and hours are imposed upon the tenants. TMH will accept only female pages and it will accept no more than 27. Once that limitation is reached, it is virtually impossible to find suitable housing for a female page.

Thompson-Markward Hall charges $400.00 per month. If we use that as a basis for comparison, assuming a full complement of 71 House pages and 31 Senate pages for 12 months a year, it is possible to collect $480,000 a year for their living expenses. In fact, with economies of scale in providing centralized services, it may be possible to charge the pages less. That is not to minimize the expenses involved in the annual operation of a dormitory. Supervisory personnel, maintenance, and food preparation charges are yet to be determined.

Today pages have to become instant adults whether or not they have the training or the inclination. They must manage their time; budget their money; prepare their food; do their laundry; contract for a room, furniture, and telephone; and attend to their personal needs. Usually with only a few days or weeks notice a 16 year old kid is faced with contractual obligations, routine chores, and orientation in a unfamiliar city. It is an extraordinary youth who can meet all of these responsibilities on his own. Normally something is left undone—a page may not eat right, he may live in an unclean environment, he may mishandle his finances. These problems are subtle enough that they may not become apparent for months.

A centralized housing facility would provide benefits beyond the obvious and important ones of placing pages in a controlled environment. The page program has an undeveloped potential for becoming an exceptionally enriching experience. Group activities cannot now be easily planned because of the demands on the pages' time and their locations scattered over Capitol Hill. The provision of meals and services would allow them more free time to devote to educational or athletic pursuits. Groups could be assembled to amplify the school instruction or the day's Congressional events. Extra-curricular interests could be developed. The facilities for these gatherings in addition to the provision for a gymnasium would help to maintain pages' morale and their physical well-being.

Mr. **Russ**. I think it would be better if I just opened myself up for questions.

Mr. **Alexander**. Mr Russ, describe for the record and the people that are present what your present job is and how it relates to the supervision of pages.

Mr. **Russ**. My current position is Deputy Doorkeeper of the House. I work directly for Mr. Molloy. I have direct supervision over all the departments under the Doorkeeper, and the page service happens to be one of those departments. I was chief page for 5 or 6 years.

Mr. **Alexander**. If you were to outline in priority the needs of the page system, what would be the categories and in what order?

Mr. **Russ**. The No. 1 priority would be after-hours supervision, without question. From 6 in the morning until 5 o'clock in the afternoon they are pretty much covered, but after that, due to the physical makeup of Capitol Hill, we have lost all our rooming houses, there is just no way that we can feasibly look after these kids, when they are scattered out in 50 different places, and that would have to be the No. 1 priority above everything else, would be after-hours supervision.

Mr. ALEXANDER. During your association with these pages, what noticeable changes in the needs for supervision have you observed over the last 5 years?

Mr. RUSS. Well, I have to be honest with you in saying that most of these kids are pretty self-sufficient, and that there hasn't been any one thing that has drastically pointed to any additional supervision other than what has been needed all along.

So to be fair with you, the problem is that we have simply got two or three bad eggs in here, and we have always managed to work with the kids. We haven't had a lot of problems with the pages.

We were unfortunate enough to get two or three bad eggs at one time, and I think that is why we are in this room today.

Mr. ALEXANDER. I have always described pages as good scouts in Congress.

Mr. RUSS. There is no question about it.

Mr. ALEXANDER. And all that goes along with it. Would you comment on that further?

Mr. RUSS. Sure. I have a 15-year-old son. I can tell you right now the things that he tells me that go on in junior high, these kids are like boy scouts compared to your local junior high and high school, and these kids work all day, and for the most part they maintain a C-plus average. They are courteous, they are friendly, they have a good attitude about the Congress when they leave. I think that is evident in just the number of kids that write us back.

I know in our own department we get thousands of letters a year from people who want to become pages. We get letters from kids who want to come back. As Mr. Myers knows, every kid that usually leaves here either asks someone to allow him to stay on longer, or he leaves here with a very good outlook on Congress.

Mr. ALEXANDER. Do you have a continuing contact with pages once they leave back to Arkansas, Mississippi?

Mr. RUSS. It varies from year to year. Some years you have extensive contact, some years you don't. But for the most part we do hear from people.

Mr. ALEXANDER. Could you comment on the contact from former pages over the years?

Mr. RUSS. Sure. I can tell you right now that most of the time that we get phone calls and letters it was from a positive outlook on their time that they were here in Congress, because you have to learn to interreact with people. If you don't here, you can't make it. So when they get to college they have eliminated that 6-month jitters that most everybody has when they first go to college dealing with maybe an eccentric professor and a shy roommate at the same time.

When a kid leaves here, he can deal with that first 6 months of college very positively, and they do. We have kids in every college of this country, Harvard, Yale, all of the military academies, and they are all making it just fine.

Mr. ALEXANDER. There has been some discussion on the question of the value: value to the Congress, value to the individual involved. Would you comment on both.

Mr. Russ. Yes. You know I hate to be redundant. I did listen to Mr. Oliver, part of it. I know how he feels and I know how Mr. Anderson feels. I feel pretty much the same way. I have to address Mr. Wiggins here for a second, that most State legislatures, I feel, only meet for 2 months or 3 months maybe, and, if you give us anybody we can work with them, college age, senior citizens, or whoever.

But in my opinion, the best possible age group is the 16- to 18-year-olds. I don't think 14-year-olds should be here. I have said that before. I would like to see the Senate do away with the 14-year-olds, but 16- to 18-year-olds seem to do a better job.

Now, we don't have anything to base that on because we have never had college kids, we have never had senior citizens, and I am sure we could work with them. But in my opinion, high school kids would be the best age group.

Mr. Alexander. Like Congressmen, they send them up here and we have to work with them. But you would prefer certain changes in the requirements?

Mr. Russ. Exactly.

Mr. Molloy. In the computer printout of what a Congressman should be.

Mr. Alexander. Mr. Myers.

Mr. Myers. Thank you.

Jack, we appreciate your appearance before the commission this afternoon, and your sharing with us your experience which has been long and very valuable. You identified in colloquy with the chairman that your No. 1 priority would be after-session supervision of these young people. We could eliminate that No. 1 priority by selecting older people. If the pages were college students, I presume you would assume that we wouldn't have to provide as much supervision. If they were senior citizens I don't think we would have to provide as much supervision.

While I am not advocating one or the other right now, older pages would eliminate that No. 1 priority. Yet you have testified we haven't tried that procedure. I am not sure we are going to, but nevertheless using older people to provide the service would eliminate the need for supervision. It is a very necessary service. It is too bad that possibly tomorrow morning's papers are going to carry the news that the chief responsibility and function of pages is to go get cigarettes for Members. I am sure some of the press will carry it that way. That is not to say that it doesn't happen sometimes, but the great bulk of the responsibility and the work that these pages do is a necessary job. You may call it menial, but the pages perform functions that have to be done by someone, regardless of age. I am a public servant and I can't say—I am not a smoker myself but I have gone to get cigarettes for constituents when they are in a wheelchair or something like that. I don't consider that menial. I think that is an everyday occurrence. Every day in public life you do special favors for people. I hope it doesn't get blown out of proportion. The great bulk of the work done here by the pages is necessary, everyday work.

Certainly you have been working with them for quite some time here. You may be right. I don't question that the most agreeable age is 16 to 18, for the Members of Congress too, for that matter.

But I am not sure that the experience isn't needed for Members. But nevertheless there are others.

What about education; how do you see the education we are providing here?

Mr. **Russ**. I can only say that there could be some improvements in the education. I would like to see chemistry taught in the Library of Congress.

Mr. **Myers**. I was just wondering if you have a department of chemistry.

Mr. **Russ**. Yes.

Mr. **Myers**. You teach some chemistry, no doubt without blowing half of the back wall out.

Mr. **Russ**. We have talked about this for years. We have testified a number of years ago about the page school. It has a lot of drawbacks but if you look at the record and the kids who graduated from page school, they are in every college in this country.

I am talking about Harvard, Yale, Rutgers, Princeton, California, all over.

All the military academies and they all do well. There are drawbacks to the page school but it seems to work. I think you have to look at the whole picture rather than just the page school or just that they are at work. If you look at everything together, it seems to be a very positive experience educationally overall.

Mr. **Myers**. Would you make any change in the length of service that the young people serve here?

Mr. **Russ**. I certainly don't think a page should serve for 2 years. The minimum—it is questionable; 2 months, 3 months, 4 months, that is something that should be looked at pretty closely.

But I don't think anyone should be here over a year and as a minimum I would say again that has to be looked at very carefully. You have to have it long enough, where they at least learn the buildings and short enough where they can go back home and graduate or go back to their school.

Mr. **Myers**. Well, thank you for your testimony. I am sure there will be other questions. All of you are accessible here so if we have to come back and review we may call upon you again.

Mr. **Alexander**. Mr. Molloy.

Mr. **Molloy**. Thank you, Mr. Chairman.

Jack, the committee here in some areas has characterized the pages as doing a job for us. Would you like to address yourself to that view as opposed to the view that we do something for them?

Is it an education process similar to the LBJ intern program for college students which has been established over the years. In addition to the phrase "They do a job for us," we now have established a program for the page. We hope to correct the age limits, but for the time being they are from 14 to 16 in the Senate, and 14 to 18 in the House.

Do we do something additional for the page, do they benefit from the program?

Mr. **Russ**. I think that if the page system is to be maintained, we have to have some responsibility for these kids. They do do a job for the House of Representatives. There is no question about that.

Mr. **Molloy**. Could I interrupt? Could somebody else do the job?

Mr. Russ. Oh, yes, anybody could do the job. In my humble opinion, they do it better than anybody else could do it. There is a vast difference between a 16-year-old and a 20-year-old. There is just a world of difference.

I think a 20-year-old or 18-year-old would want to spend as much time on the floor as he possibly could. We already have too many people on the floor now.

We initiated some years ago floor pages and that was to give every running page a chance to sit on the floor and listen to debate.

We can't keep up with the kids that want to stay on the floor.

I am sure that if we went to an older group, they would want to be on the floor even more than the high school kids.

Mr. Molloy. How many Democrat and Republican floor pages exist?

Mr. Russ. We have four on the Democratic side and I think Mr. Oliver may have two.

Mr. Oliver. One.

Mr. Russ. One. And they rotate them on a day-to-day basis.

Mr. Molloy. If you went to college students—would that be feasible?

Mr. Russ. Just an opinion, I think the college-age kid just by the mere nature of the person, would be more interested in the debate and less interested in doing the menial jobs that have to be done.

Anybody can do these jobs, but I think a college kid would be a little more apt to get involved with the Member as far as legislatively, you know, interested.

He would want to listen to the debate. He would want to participate in some way. We have had some problems with some interns. We have had some problems with some pages too, but I think overall the pages 16 to 18 would be less likely to be getting involved in legislation than the older kids.

Mr. Molloy. I am aware of that. For the benefit of the committee, would you indulge me for a moment and explain the problem we have on the floor regarding staff people, interns and the logistics of 435 bodies in a room. I don't know what the square footage is up there.

Mr. Russ. If you just take the security aspect alone, we have initiated some things, metal detectors in the galleries now, the doormen, Mr. Rowan in our office has made sure that all the doormen around the Chamber know all the Members, but every year there is an increase in staff and every year it becomes a bigger and bigger problem.

It is hard to identify staff. It is hard to make sure that every person on that floor is dealing with legislation that is on the floor at that time.

There are a lot of people who like to come to the floor. It is the center of Capitol Hill. That is where everybody wants to come.

Mr. Molloy. Would you anticipate a bigger problem?

Mr. Russ. I would anticipate with older people a bigger security problem just in identifying who is on the floor.

Mr. Molloy. I have no other questions.

Mr. Alexander. Mr. Wiggins?

Mr. WIGGINS. I had listed the responses to the question, what special characteristics about 16- to 18-year-olds make them most desirable, not uniquely desirable, but most desirable. You have been addressing that subject during the last 2 minutes.

Mr. RUSS. It is just my opinion.

Mr. WIGGINS. Let me see if I can accurately summarize what I understand your views to be. An older person, 18-, 19-, 20-year-old, would probably want to be on the floor more often and would be less exploitable for doing menial tasks and running around the Hill. I read into the view that these older persons would probably have a more intense interest in the legislative aspects.

Mr. RUSS. Do you want me to respond?

Mr. WIGGINS. Yes.

Mr. RUSS. I just believe that there is a vast difference between a 16- and 27-year-old kid——

Mr. WIGGINS. In exploitability?

Mr. RUSS. No; in the interest that that particular person is going to show in Congress.

Mr. WIGGINS. I agree with that, but you see——

Mr. RUSS. OK.

Mr. WIGGINS. The thing that troubles me a little bit is that a lot of people are talking about this great benefit to the pages. It is quite clear that the older the page gets, the more benefit he will receive, but the program chops off those who are most susceptible to the benefit.

Mr. RUSS. I feel we are talking about apples and oranges here. If you want to have a program that benefits people, then we will block off a gallery and let them sit up there all day and watch the legislation.

Mr. WIGGINS. Wouldn't it be cheaper than spending a quarter of a million on school?

Mr. RUSS. That is up to the commission to decide. But if you want to maintain the services that are provided for the Members of Congress today, I feel that you are going to have to go with 16-, 17-, 18-year-old kids.

Mr. WIGGINS. Because they will do the job without question?

Mr. RUSS. I think you just about hit it right on the head.

Mr. WIGGINS. That is what I want to understand. I don't want to put words in your mouth, but that seems to be the bottom line. They are amenable to do the type of job that we have had here.

Mr. RUSS. I think so.

Mr. WIGGINS. I want you to comment briefly on the kind of supervisorial setting that you see as needed. Your No. 1 priority is after-hours supervision. Describe that to me.

Mr. RUSS. I have been meeting for the last year or so with several independent architect firms in town here, and I would like to see a page dorm, a page school, and a gymnasium all in one complex on Capitol Hill on land that we already own.

This could be done roughly for about $10 million. That is a lot of money, but you have to realize that pages right now are paying in around $480,000 a year in rents on Capitol Hill. Some of these kids are living in glorified closets and they are paying this money.

If the House could conceivably develop some type of revolving fund where they could fund this building, the pages could pay it back without much of a problem. I think we could probably——

Mr. WIGGINS. It would cost $10 million to build, $1 million a year to borrow it, and they would never come up to pay the amortization of just the interest charges. You are going to have to have some more money.

Mr. RUSS. That is just one program. That is what I would like to see done. There are several buildings on Capitol Hill that could be renovated. One is Annex No. 1 here for I think around $400.

Mr. WIGGINS. Anyway, then supervision to you means putting them in a dormitory setting which would lend itself to greater supervision.

Mr. RUSS. I think by the nature of the building it would be. If the building were designed like we have gone over, you would have a curfew, you would have police protection, and you would have a way that they would have to sign in and sign out. You would know where they were.

Sure, look, there is no way that you are going to stop a derelict kid like we had from doing what he did. No way.

Mr. WIGGINS. I understand.

Mr. RUSS. That is impossible. If we rented Lorton, we couldn't stop that kid from doing what he did.

Mr. WIGGINS. At least I understand what you regard as the optimum situation. That is all, Mr. Chairman.

Mr. ALEXANDER. Mr. Russ, concerning value of being a page to the individual involved, there was some discussion about the benefit to the page, learning about the legislative process and so on. Are there other benefits that you see in being a page? Experiencing and learning such things as work habits, that sort of thing?

Mr. RUSS. Basically, as most of us know, when you first go to college you are on your own pretty much, and when you come to Congress as a page, when you get out of work, you are on your own to some degree. You have to maintain a C average, like in college. You have to budget your money. You have to be able to sign a lease agreement with a landlord so you have some knowledge of, small knowledge, of contracts.

I would think that the biggest advantage to being up here is not the legislative experience but in their overall growing experience.

Mr. ALEXANDER. It was said earlier that most pages who come here have never before had a real job. I understand that to mean they had never worked for anyone outside of their family or friends or relatives or neighbors. Do your pages have to show up on time for work?

Mr. RUSS. No question about it.

Mr. ALEXANDER. Are they required to present themselves in a certain appearance that is acceptable to their employer?

Mr. RUSS. Yes, sir.

Mr. ALEXANDER. How about the efficiency with which they carry out their work? If they are caught goldbricking or downtown going to a movie during the day, what type of action is taken?

Mr. RUSS. Normally it is just a simple matter of either docking them a day's pay or making them do a little extra work.

Mr. ALEXANDER. As a general rule, what sort of experience do you have in dealing with those matters, good, bad?

Mr. RUSS. To be perfectly honest with you, we don't have a big problem. It is very minimal.

Mr. ALEXANDER. So based upon that line of questioning, how would you summarize additional values to pages from their experiences here?

Mr. RUSS. Additional values to pages here, I would just have to go back to that same old statement that it is a learning process that can't be taught, it can't be bought, you have to live it. You have to be here to appreciate it, and you have to see what these kids go through, how they grow up when they are here, and it is a positive experience.

Mr. ALEXANDER. I remember when I was 17 years old, I was a sophomore in college cleaning garbage out of pots and pans in a kitchen. I would think that going after a pack of cigarettes would be a promotion.

Thank you very much, Mr. Russ.

Mr. Jankowsky?

Mr. JANKOWSKY. One more time, so the record is clear, given the dual function of the system—that which pages perform for the House and that which the Congress provides to the pages by allowing them to participate in an educational experience—is your opinion that the optimum age for pages is high school age rather than college age?

Mr. RUSS. Yes.

Mr. JANKOWSKY. Thank you.

One more quick question relating to management. Currently, the supervision of the pages is under the respective officers of the House and the Senate. Is it your opinion that this responsibility should be transferred to a page board with additional representation?

Do you think that is necessary? What other managerial recommendations do you have, if any?

Mr. RUSS. I think a page board could be helpful in making recommendations to the Doorkeeper, but I feel that the Doorkeeper should have the ultimate responsibility for the pages.

Mr. JANKOWSKY. Thank you.

Mr. ALEXANDER. Anyone else?

Mr. MOLLOY. Thank you.

Mr. ALEXANDER. Thank you very much.

Mr. MYERS. Thank you.

Mr. ALEXANDER. Our colleague Congressman Paul Simon has come in. We appreciate you finding time during your busy schedule in writing books and appearing on national television shows to join us here for the menial task of trying to reform the page system.

Mr. MYERS. We have no honorarium to pay you.

Mr. SIMON. That is a shame.

Mr. ALEXANDER. Thanks for coming. We welcome you here and we appreciate hearing anything you have to say.

STATEMENT OF HON. PAUL SIMON, A REPRESENTATIVE IN THE CONGRESS FROM THE STATE OF ILLINOIS

Mr. SIMON. Thank you very much, Bill.

Let me say also for the record, if it has not been noted in the record before, that we are meeting in a room where Harry Truman got word that he was President of the United States, that F.D.R. had died.

Mr. MOLLOY. Mr. Wiggins has left. I don't know whether or not he received word to go somewhere.

Mr. ALEXANDER. If we repeated some of the things that were said here while Harry Truman was living——

Mr. SIMON. You could not do it for the record.

Mr. ALEXANDER. They would have to be expunged from the record.

Mr. MYERS. This room was commonly known as the Board of Education in the days where a lot of education was performed here.

Mr. SIMON. A little arm-twisting, too.

Mr. MYERS. Sometimes it took a board to do it.

Mr. SIMON. First of all, I think the idea of the Speaker to have this group was excellent. It is good to welcome former members back and former staff members back.

I think there are basically three options. One is to retain the present system, and have juniors and seniors; have a board; have some greater control. And let me just point out that the fellow named Jim Molloy back in 1976 testified before the House Education and Labor Committee and said this was the time bomb that was going to explode some day, and Jim Molloy was right.

Mr. MOLLOY. Thank you for taking note, but I don't take comfort in the fact that it has happened.

Mr. SIMON. No, but you did see that something should be done. And I introduced legislation in 1977 and again in 1979 to establish a board.

I went over and visited the Page School in 1977, I think it was. Anyway, before I introduced the legislation, just to get a feel for what was taking place, talked to some of the teachers, talked to some of the pages. At that point I had the feeling both from an educational point of view as well as from a supervisory point of view it would be desirable to have a board.

Anyway, I think that is one of the options, that is, to move in that direction. My colleague Frank Annunzio and I have introduced one bill, I think Joe Minish introduced a bill and I have nothing set in concrete in my mind as to who ought to be on that board. It just seems to me whoever it is, someone ought to clearly be in charge more clearly than is now the case.

The second option is the college-age option. It has some advantages, it has some disadvantages. The disadvantages have just been spelled out to you by the previous witness. One of the advantages is you don't need to worry about the dormitory or living facilities and some of the supervisory care.

A third option that I have to say intrigues me more than the second option is one that many national legislative bodies do, and that is to use disabled veterans who wear their medals, as in the House of Commons, where it is considered a great honor to serve, and I don't think they call them pages. I don't know what the term is. I forget, but I think that option is one also, one that ought to be explored. I think any of these three are workable. I don't think it is a matter that any of them won't work, but clearly we have to move away from where we are right now.

That is basically my message.

Mr. MOLLOY. These hearings are informal. Would you care to have coffee or a soft drink?

Mr. SIMON. Sure, let me have a soft drink.

Mr. MOLLOY. We are informal here.

Mr. SIMON. This is the only committee I've testified before that ever gave me a Coke.

Mr. MYERS. We will give you a bill, too.

Mr. MOLLOY. Mr. Myers, would you continue the questions, the chairman has stepped out.

Mr. MYERS. You gave us three options, Paul. One is a new one. No one that I know of has introduced that one yet. Have you necessarily put them in proper priority?

Mr. SIMON. No, it was not. I guess the college-age option is the least preferable as far as I am concerned. The veteran option has some appeal to me, I confess.

But I don't know the experience. Maybe if you place a couple phone calls to London and said, "Tell us just frankly, is this a good idea, is it a workable thing?"

Mr. JANKOWSKY. We may have to send a commission member over there to look.

Mr. SIMON. You have a commission member in mind, too, don't you?

Mr. JANKOWSKY. I sure do.

Mr. SIMON. I think it ought to be explored, though. I say "explored." I am not talking about lengthy exploration. I mean something you can do within a 24-hour period.

Mr. MYERS. Why do you say that college-age is the least desirable as far as you are concerned?

Mr. SIMON. I kind of think that it would be an age group that, where there might be other difficulty, we might have ther headlines erupting from time to time.

Mr. WIGGINS. Do you have those problems with your college interns?

Mr. SIMON. We do not. In fact, I have some of my college interns around here today.

Mr. MYERS. One summer, 8 or 10 years ago, one summer we had a group of college interns that were unhappy with what Congress was doing. They decided they wanted to run the show for a while, if you recall. Jim, I think you were here then.

Mr. MOLLOY. It was a serious problem, yes.

Mr. MYERS. That was college interns for the summer.

Mr. MOLLOY. About 10 years ago. A very serious problem.

Mr. MYERS. They introduced emergency legislation with a Member's name on it. I think it was about the time you came.

Mr. SIMON. That is correct.

Mr. MYERS. It was introduced unknown to the Member, but it was introduced in the Member's name, so you had some problems.

Mr. SIMON. Again, I think any of the three is a workable option.

Mr. **Myers**. What would be your term of office for the pages? Would you put a limitation on the term, both a minimum and maximum time they would serve?

Mr. **Simon**. I think the suggestion before, the previous witness's suggestion, that 1 year maximum ought to be there. From my understanding from talking to the pages, and again probably some very fine pages could serve a second but they tend to be a little too knowledgeable about what is going on. It does create some problems.

Mr. **Myers**. Thank you

Mr. **Alexander**. Mr. Molloy.

Mr. **Molloy**. Mr. Simon, you have served in the statehouse in Illinois; is that correct?

Mr. **Simon**. That is correct.

Mr. **Myers**. As Lieutenant Governor.

Mr. **Molloy**. And senator, too?

Mr. **Simon**. And a member of the house.

Mr. **Molloy**. And a member of the house. How do they handle the page system per se there?

Mr. **Simon**. It was strictly on an ad hoc basis. There were no—we did not have any permanent pages.

Mr. **Molloy**. No formal system?

Mr. **Simon**. It was formal in the sense that you paid a few people, but there was no training, no schooling, and largely it was, frankly, tips which I——

Mr. **Molloy**. The members tipped?

Mr. **Simon**. The members have to, you know, if you asked for something you——

Mr. **Molloy**. Did it work?

Mr. **Simon**. I shouldn't mention this.

Mr. **Myers**. Talk about depreciation of service of this bunch.

Mr. **Alexander**. I would like to see what the press did with that one.

Mr. **Molloy**. I would appreciate your response, though.

Mr. **Simon**. I think it is a somewhat different situation when you have a legislative body that does not meet the year round.

Mr. **Molloy**. Which they didn't do in Illinois.

Mr. **Simon**. Well, we are getting to the point now where it is virtually the year round. But you may have totally different pages week to week.

Mr. **Molloy**. We have a question that reoccurs. The pages have two functions: they serve us, and conversely, they gain a benefit from being here. How would you comment on that view? Is their primary goal to serve the legislative process, or to take the benefits?

Mr. **Simon**. Our No. 1 function has to be to see that this Government works, that the House works. Now, if incidentally in the process of doing that we can also provide a rich experience for young people——

Mr. **Molloy**. So you mix the two together?

Mr. **Simon**. Yes; I don't think it is an either/or position. Our concern is how you make the House function effectively.

Mr. **Molloy**. Thank you. I have nothing else.

Mr. **Alexander**. Would the gentleman yield?

Mr. MOLLOY. Certainly.

Mr. ALEXANDER. Mr. Simon, there has been a third benefit mentioned. That benefit to the Nation at large from having people who come to Washington, see the Government in action and go back to Peoria, figuratively, to relate that experience to the people there. How would you comment on that?

Mr. SIMON. I think there is probably some truth to that. Probably the former pages can say. If I remember correctly, you were a page?

Mr. JANKOWSKY. No, no I was not.

Mr. SIMON. All right, you were not. They are probably in a better position to judge than I. I think Bill Emerson was one of your witnesses today. Maybe Bill Emerson is in the House today because of his page history, I am not sure. But there is something to that. I don't think it should be the dominant consideration but I think it is a consideration.

Mr. ALEXANDER. I have had former pages writing newspaper articles describing what they have done. It is cropping up all over the place. The pages have a newfound recognition.

Mr. SIMON. On the floor of the House about a week ago, there was a page who had a very fine experience. That is a good thing.

Mr. ALEXANDER. Mr. Jankowsky.

Mr. JANKOWSKY. I have no questions, thank you.

Mr. ALEXANDER. Well, Mr. Simon, we appreciate—excuse me, I thought we were done. Excuse me.

Mr. WIGGINS. What will the board do, if one is created?

Mr. SIMON. I think the board, if one is created, does basically two things: One, to take a look at whether we are providing adequate supervision, you know, house mother, house parents, hours, you know, the nuts and bolts of running something for 16- and 17-year-olds.

The second function I think is, one would be to take a look, are we providing the quality of education that we ought to be providing?

Mr. WIGGINS. You don't foresee it as an oversight type of function, not an operating line responsibility for the committee?

Mr. SIMON. Well, in fact they will say to Jim Molloy, or to Jim's counterpart in the Senate, you do this, but we want you to follow these guidelines.

Mr. MOLLOY. Board of directors?

Mr. SIMON. Sort of a board of directors, that is exactly right.

Mr. WIGGINS. OK.

Mr. SIMON. A board of directors that sets policy and can also come in and ask questions. We had a problem—and I hope it is improved; I understand it has been improved somewhat—but about 6 years ago the educational program, frankly, was not what it ought to be and there is no clear-cut responsibility, who do you talk to about it?

Mr. WIGGINS. Would the board be confined to members or specifically exclude members?

Mr. SIMON. It could include members, it could exclude members. It could be—Jim could well be one of the members of the board. It seems to me that that board ought to report to the House and the Senate.

Mr. **Myers**. Pardon me, your bill does not provide for composition of the board, is that correct?

Mr. **Simon**. Our bill does, yes. The bill I introduced in 1977 and 1979 had four members of two from the House, one from each party in the House, one from each party in the Senate, and two or three officers of the House and the Senate.

Mr. **Myers**. Thank you.

Mr. **Simon**. This bill does not include Members, but includes basically the officers of the House and the Senate.

Mr. **Wiggins**. Reporting to the committee of that House and Senate office?

Mr. **Simon**. Reporting to the Committee on House Administration of the House, and Committee on Rules and Administration of the Senate.

I don't think anyone that I know of is wed to any particular composition, whatever you would recommend is fine.

But I think we ought to pinpoint responsibility, unfocus responsibility, results and problems.

Mr. **Wiggins**. Thank you.

Mr. **Alexander**. Mr. Jankowsky.

Mr. **Jankowsky**. No questions, Mr. Chairman.

Mr. **Alexander**. Mr. Simon, one further thing.

In listening to your comments and comments of others during the day, it occurs to me that by and large, with one or two notable exceptions, the pages have performed their services and responsibilities to Congress. But Congress has not fulfilled its responsibility to meet the needs of the pages. Would it be fair to say, based upon your testimony and the objections that you have published, that Congress has neglected its responsibility to the pages?

Mr. **Simon**. Well, I think we have not lived up to our responsibilities quite as much as we should. I don't want to make that too sweeping an indictment because I don't think that would be accurate.

I think the reality is that most—the huge majority of pages who have been here have been fine young people we can be proud of.

There have been very little abuses. Any time you get that many young people together there will be some abuses; any time you get as many people of our age group together there might even possibly be some abuses.

But I think we have failed to pay as much attention to this as we should. It is very understandable. You know, we get so—we have 1 day we are worrying about defense authorizations; the next day about air pollution and the next day about all major problems of the country, so you don't really worry about what kind of education pages are receiving.

Mr. **Alexander**. And that failure to pay the attention, a problem deserves, you would not characterize that as even a slight neglect?

Mr. **Simon**. Well, it does mean that we have not paid attention to the problem as we should have. We did have a hearing of the Education and Labor Committee and let me pay tribute to our colleague, Bill Lehman, really the fellow who initiated that.

Bill said there was a problem. We had the hearing, and I think the hearing indicated that we should be paying more attention to it. It disturbed me enough that I went over there and visited the school.

Mr. **Wiggins.** Would you yield?

Mr. **Alexander.** Yes.

Mr. **Simon.** At that point when I introduced the legislation, I couldn't have known that there was insufficient interest. We couldn't generate any interest in the problem.

Mr. **Wiggins.** We are talking about a very important subject. But it is unfair to characterize the neglect of Congress as being a breach of some responsibility or duty to the pages without also discussing just exactly what our responsibility is, so we have some sort of standard on which to gauge our conduct or absence of conduct. What do you think our legal and moral responsibility to our pages might be?

Mr. **Simon.** Well, on the legal responsibility, I am not ready to spell that out. I don't know what that may be.

The oral responsibility I think—I think there is a moral responsibility. It is enough of a responsibility that frankly this year I finally had enough seniority that I could appoint a page.

I talked it over with my office manager and said, I don't want to appoint a page because I am not sure that we are providing either educationally or otherwise what we ought to be providing.

I think there is a responsibility, a moral responsibility on our part to, (1) see that they get a good education, and (2), to see that there is some amount of supervision.

I would not want 16- and 17-year-olds to move into Carbondale, Ill., or even Indiana, without some supervision.

I think the same is true in Washington, D.C.

Mr. **Wiggins.** Now, let us suppose that a page under a hypothetical system is legally an adult, 18 years old. Would you say that the same moral responsibility exists to provide an education and supervision for the page?

Mr. **Simon.** No. That is the advantage of that system.

Now, obviously you can't say am I my brother's keeper and wash your hands of any involvement.

Mr. **Wiggins.** I understand.

Mr. **Simon.** But there is less of a responsibility when someone reaches the age of 18. That is clearly the advantage of moving in that direction.

It would be the advantage of moving also in the direction of having disabled veterans.

Mr. **Wiggins.** In summary, our sense of our responsibility is, given the present system, education and supervision and perhaps as a subdivision under housing, supervision. I don't know, but at least subsumed within the notion of supervision is good housing?

Mr. **Simon.** I don't think you can look at good supervision without looking at housing.

Mr. **Wiggins.** Thank you, Mr. Chairman.

Mr. **Alexander.** Anyone else?

Mr. **Molloy.** No, Mr. Chairman.

Mr. **Myers.** Thank you, Paul.

Mr. **Alexander.** Thank you very much.

Mr. **Simon.** Thank you.

Mr. **Molloy.** Thank you. We appreciate it.

Mr. **Alexander**. I see we have another colleague with us.

Mr. Minish, would you come forward? Mr. Minish has demonstrated an interest and concern in the page system. We look forward to your testimony and any contribution you may wish to make.

STATEMENT OF HON. JOSEPH MINISH, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW JERSEY

Mr. **Minish**. Thank you, Mr. Chairman. I appreciate the invitation to appear before the commission as a witness.

The Committee on House Administration's Subcommittee on Personnel and Police is one of the committees which has jurisdiction over the pages. I am happy to answer any of your questions.

We have some legislation that has been proposed which would create a U.S. Capitol Page Board to set policy for the supervision, housing, and education of the pages. That is as far as we are right now. We are awaiting the results of this commission.

Mr. **Alexander**. Joe, there have been a number of things that we have talked about here today. It seems the area that you would be most able to address would be the question of the supervision and conduct of the pages. Could you give us an assessment of the overall conduct of the pages in general and comment on whether or not they provided much notice for the Capitol Police.

Mr. **Minish**. What did you say about the Capitol Police?

Mr. **Alexander**. Whether or not they provided the Capitol Police with any problems and, if so, what are the problems and what should we do?

Mr. **Minish**. First of all, if they have caused the Capitol Police any problems, I am not aware of it.

Second, I think the page system is good. It has worked. If you buy a bushel of apples now and then you find a bad one. Don't throw out the bushel of apples, throw out the bad one.

I am not aware yet of anything that might have happened. I was in touch with Jim Molloy I think just hours after hearing about it. So far as I know yet as of this moment, I don't know that any pages are involved in anything.

I listened to Mr. Simon talk about using veterans or young people of college age. However, I think that 16 is a good age.

I think it has been proven by and large that at that age they have not caused any serious problems—I have lived up on C Street and they must have had eight pages in the room above me and on one occasion they made a lot of noise so I threw a shoe at the ceiling about 11 o'clock and they stopped and the next day I said to the manager:

"How many people do you put up there?"

He said, "I don't know how many." He said, "They make noise."

And I said, "Just ask them to stop. They are good kids."

He said, "OK."

And I never heard them again. I think they had bar bells, so they were in for physical fitness. What is wrong with that?

Mr. **Myers**. Maybe you should have joined them?

Mr. **Minish**. Well, that is only because I beat you the last time we played paddle ball.

Mr. **Myers**. I want to wear you out at night so you won't be fresh in the day.

Mr. **Minish**. But we are waiting for your recommendations. The committee is very interested, and I want to congratulate the Speaker and this commission for the work you are doing. We will await your results and recommendations.

As I said earlier, we have recommended that a page board be set up, and I think that is a good idea. The legislation would set guidelines for supervision.

I have had pages in the past, and I tell the parents, you know, what to look forward to. Your son or daughter will be there, and they are going to be on their own. Make sure you find a good place, good area where they can live and I am available if they need me. I give them my home phone number.

But to this day—I don't have a page presently—I have never got a call from any of them and all the ones that we have had proved to be good pages. Now and then one or two had marks that may not have been up to snuff and I would contact the parents and in most cases it improved.

Mr. **Alexander**. Mr. Myers?

Mr. **Myers**. Well, I really don't have any questions, just a comment. You do not have any suggestions about what recommendations this committee should be making back to you? I wasn't really sure just whom we are to report to. We report to your committee then, is that what you are saying?

Mr. **Minish**. No, I don't think so.

Mr. **Myers**. I didn't understand. Maybe I misunderstood your opening remarks.

Mr. **Alexander**. We report to the Speaker.

Mr. **Minish**. We will await the results of any recommendations that this committee may make through the Speaker and where we have jurisdiction, we will deal with them.

Mr. **Myers**. Thank you.

Mr. **Minish**. I think it would be nice if pages had a dormitory where they could all live. That would mean closer supervision by the fact they are in one place.

Mr. **Myers**. Do you think there is a possibility of adding to our problems with all of the pages under one roof, making more noise than they do when they were separated?

Mr. **Minish**. If they were the only ones there, they could make the noise and listen to their own noise.

Mr. **Molloy**. You wouldn't want to live under them.

Mr. **Minish**. No, no.

Mr. **Myers**. You don't have any specific recommendations, though?

Mr. **Minish**. No.

Mr. **Myers**. Thank you.

Mr. **Molloy**. I find it unique that you are chairman of the subcommittee that controls my operations.

Mr. **Alexander**. Grill him while you have him.

Mr. **Molloy**. This commission puts me on the other side.

Mr. **Alexander**. Show a little respect, Joe.

Mr. **Molloy**. In light of the allegations, would you still appoint a page if you had the opportunity?

Mr. MINISH. Certainly.

Mr. MOLLOY. You would. In discussion on the committee, maybe I can clear some of the air here——

Mr. MINISH. Let me say that if I appointed a page, I would go through the same ritual with the parents. You know, I talk to the parents, meet with them in the office, usually in the district, and tell them there is an opportunity for your son to be a page and this is some of the responsibility that someone has to take and you are the parent and it is your responsibility. I am available if he needs me during the day. If something happens in the evening where the young man or young girl gets in an accident, I am available to be helpful, but other than that the responsibility is all yours.

Mr. MOLLOY. As parents.

Mr. MINISH. Yes. And none of the parents have ever said no to that. They all understand that. So that is the way I handle it in terms of the parent-Member relationship.

Mr. MOLLOY. They get a record—to clarify my point, Mr. Myers, I have appeared before Mr. Minish's Subcommittee on Police and Personnel. It is my understanding and the conclusion of the committee—and correct me on this if you would—you put the committee on notice and when they return with recommendations we report to the leadership that there is need for legislation. Then your subcommittee will review the legislation or possibility of it.

Mr. MINISH. The committee is on special notice that they will meet at the call of the Chair. This is not a normal notice. If need be during the day that we have something to discuss, we can discuss it right away.

Mr. MOLLOY. Also, you and I discussed this when it broke, by phone, although we were out of session at the time.

Mr. MINISH. Yes, 3 or 4 hours after I heard it on TV, I called you.

Mr. MOLLOY. I have no other questions. As much as I would love the opportunity to grill him, I don't have any questions.

Thank you.

Mr. ALEXANDER. Mr. Wiggins?

Mr. WIGGINS. Has your subcommittee held any hearings on any legislation affecting pages in the last few years?

Mr. MINISH. None at all. By the way, I would like to say I just took over this committee, and at the time that the previous chairman discussed this possibility of a page board, he tells me that the votes weren't there.

Mr. WIGGINS. Do you act as an authorizing committee for funding or do you just go directly to the appropriations?

Mr. MINISH. We act as an authorizing committee.

Mr. MOLLOY. It is a dual role. We go to appropriations but—for example, if we want to create a supervisor of pages, we would go to them with the enabling, and they would come up with enabling legislation that will go to the Subcommittee on Legislative Appropriations. You will not get one without the other.

Mr. MINISH. This summer, as you probably know, Chuck, every summer they put on about 20 pages between the majority and minority, and we are the ones that authorize that.

Mr. MOLLOY. The authorization is from them, the funds from the Subcommittee on Legislative Appropriations.

Mr. **Wiggins**. Do we have information in our record on the cost of our program?

Mr. **Alexander**. We do not. We will be getting that information from the Congressional Budget Office and it will be made a part of the record.

Mr. **Wiggins**. I don't have any further questions. Thank you.

Mr. **Alexander**. Any further questions of Mr. Minish?

Mr. **Jankowsky**. I have no questions.

Mr. **Alexander**. Thank you very much for coming, Joe. We appreciate it.

Mr. **Minish**. Thank you, Mr. Chairman, and gentlemen.

Mr. **Alexander**. Gentlemen, that completes the witness list for today. We want to spend a few minutes talking about how to assimilate the information that we have here so we can discuss the issues that are presented.

Mr. **Myers**. Will there be more outside witnesses?

Mr. **Alexander**. Not today. What do we have for tomorrow?

Mr. **McDonough**. We have a 10 o'clock and 2 o'clock session.

Mr. **Alexander**. We have witnesses on the subject of housing tomorrow at 10 o'clock. Then at 2 o'clock we have witnesses on the specific question of education.

Mr. **Myers**. Good.

Mr. **Alexander**. There may be some additional witnesses who will appear.

Does anyone wish to say anything at this point?

Mr. **Jankowsky**. I just want to ask a question. I am told that we will have transcripts by tomorrow?

Mr. **McDonough**. Yes, we have arranged for next morning delivery.

Mr. **Jankowsky**. That would give us an opportunity to start reviewing, help us get in shape for future hearings.

Mr. **Alexander**. Mr. Myers, do you have anything to say before we adjourn for the day?

Mr. **Myers**. See you tomorrow at 10 o'clock.

Mr. **Alexander**. Mr. Molloy?

Mr. **Molloy**. No, thank you, Mr. Chairman.

Mr. **Alexander**. Charlie?

Mr. **Wiggins**. No.

Mr. **Alexander**. Thank you very much for enduring. We will adjourn until tomorrow at 10 o'clock.

[Whereupon, at 4:30 p.m. the subcommittee adjourned, to reconvene at 10 a.m., Thursday, July 22, 1982.]

REVIEW OF THE PAGE SYSTEM

THURSDAY, JULY 22, 1982

House of Representatives,
The Speaker's Commission on the Pages,
Washington, D.C.

The commission met, pursuant to call, at 10 a.m., in room H-128, the Capitol, Hon. Bill Alexander (chairman) presiding.

Mr. **Alexander**. The commission will come to order.

The Chair will announce that during the proceedings this morning, two of the commission's members have other hearings that we must attend. The Ethics Committee is convening at 10:30 and Mr. Myers and myself will have to go over to that committee as well, so we will be coming and going.

During my absence, I will defer to Mr. Jankowsky, who will chair the hearings.

We will begin this morning—first, let me express the Chair's appreciation for the extraordinary work that is being done by those people who have been likewise drafted to serve in the staff support capacities from the Doorkeeper's Office, from the Whip Office, and from the Library of Congress.

I am grateful to all of you for the extraordinary work that you are doing in order to rise to the occasion and meet the challenges to the integrity of the page system that have been presented by these recent scandals; likewise, for the good work of the stenographic offices for providing us with overnight transcripts of the proceedings, all of which will assist us in doing our work expeditiously.

The first witness this morning is Mr. William Ensign, Assistant Architect of the Capitol, who is here with us.

Mr. Ensign, welcome, and we will be pleased to hear from you at this time.

STATEMENT OF WILLIAM ENSIGN, ASSISTANT ARCHITECT OF THE CAPITOL

Mr. **Ensign**. Thank you, Mr. Chairman.

Mr. Chairman, we were asked recently to put together for the preliminary survey the possibilities of providing housing for the pages in facilities both existing and new.

We have made a study of the buildings that are on the Hill that might be suitable for housing pages. We have now narrowed it down to two, after our investigations, to two that we found to be suitable.

One of them is House Annex No. 1, the Congressional Hotel; and the other is 128 C Street NW., which is on the Senate side, known as the Hill Apartments.

Both of these buildings right now serve as offices, but both of them were originally designed as either apartments or hotels so they would take care of housing for the pages.

In addition to that, we reinstituted a study that had begun several years ago on providing a new facility for the pages and, as you know, at that time we zeroed in on the Providence Hospital site which was proposed as the location for both a dormitory and the school for the pages.

We looked at those three options that we thought were possible and developed estimates of cost and preliminary floor plans of the existing buildings.

Without having a firm program on the number of pages that would be housed or the type of recreational facilities that would be required, we approached the matter of the new construction with an estimate for housing 100 pages and taking care of their basic school needs also and came up with roughly $7.5 million.

This is in this report that you have, Mr. Chairman. It is covered in that, but that does not consider other recreational needs or dining needs or gymnasiums, auditoriums, and so forth which we estimated would add at least another million and a half dollars, so actually our total budget figure would be in the range of $9 to $10 million.

Contrasting with that we did develop what we thought were reasonable solutions to housing the pages in the existing buildings and I think we can say that should the House find it appropriate, the upper two floors of the Congressional Hotel, Annex No. 1, could house all of the pages, both Senate and House, and probably also have such amenities as a day room and certainly an apartment for supervisory personnel.

We have a price for that which is listed at $375,000. The major part of the cost would be the real need for having two fire escapes added to that building to take care of people sleeping there.

We did the same thing with the Senate Annex and that is a six-story building, much smaller in size, that we found could adequately serve the same number of pages and, if the entire building was used as a page housing area, it would provide even more amenities such as dining rooms, game rooms, libraries, and so forth.

We found that that solution would be a little less expensive right now because there is only need for one fire escape and that is a big portion of the cost.

So there are two options as far as housing on the Hill in existing buildings owned by the Government.

However, I think I ought to point out that the scheduling would be a different problem. The Senate Office Building Annex will not be available for renovation until the moves are made into the new Hart Building, which is the beginning of next year, the early part of 1983.

On the other hand, as you know, HOB Annex No. 2 has space ready for occupancy and should the House decide to transfer to HOB Annex No. 2 the people in the upper two floors of Annex 1, that could be done in the very near future and we could get on with the renovation of the upper two floors of the Congressional Hotel and, except for the fire escapes which would probably take some time, the building could be ready in 2 or 3 months.

Mr. **Alexander**. Thank you very much. You are working at the Capitol and you are aware, as we are, that our Nation is facing the largest budget deficit in the history of the Republic and next year's forecasts—based on present economic policy—tell us that we are again facing the second largest deficit in the history of the Republic.

The Congressional Budget Office forecasts the probability that the third year after next will again produce a record deficit based on present economic policy.

The taxpayers over the country are likewise aware of these fiscal problems and it is now not the time to spend Federal money. However, we are facing a real problem with which we must concern ourselves. If the commission recommends the continuation of the page system and it is continued, and if the pages have demonstrated that they are fulfilling their duties and responsibilities to the Congress and to the Nation, it then becomes the responsibility of the Congress and the Nation to fulfill their responsibilities to the pages.

The questions of housing, dormitory, and supervision are all relevant issues and concerns and become the responsibility of the people of this Nation to meet.

Now, given that and given your investigation of the availability of present facilities and so forth, and the constraints on the budget and the burden on the taxpayers, what is your best judgment of the cheapest, most efficient, expeditious way to meet this responsibility?

Mr. **Ensign**. Mr. Chairman, I would certainly say that one of the alternatives of using the existing space in those two buildings would be the most expeditious.

If you ask me to give a preference between those two options, it is very difficult to do. There are advantages probably in both. One of the advantages, of course, in the one on the Senate side, 128 C Street, is that if that was used as a page dormitory, you would have a complete building with a complete identity, that there was a page building with supervision easily given, control easily maintained and at our estimate slightly less costly than the Congressional Hotel.

The Congressional Hotel might have the problem of security because of mixed use; you have office use plus housing use in the same building. That could be a problem.

On the other hand, there are more House pages than Senate pages and I don't know whether the convenience of having them on the House side would overbalance that, plus the fact that we could have them in that building slightly faster than on the Senate side.

But the judgment, I think, is really not an architectural one. It is one of policy. I think that our office will be prepared to move very expeditiously to get the buildings ready for occupancy as soon as the decision is made.

Mr. **Alexander**. You mentioned a moment ago, but to elaborate a little further, what is your best estimate on how fast that could be done?

Mr. Ensign. I would think that if certain security measures, security safety features were incorporated in the Congressional Hotel, that it might be possible to get people housed in there by the start of their September term, but, as I say, I think that would mean that we would have to have some security guards on duty all night in the corridors in case of a fire.

I think it would be unwise, to say the least, to have that situation for any length of time without the fire escapes being in place.

Therefore I think we could say that in the fall term we could probably have HOB Annex No. 1 ready.

On the other hand, on the Senate side I would say that the realities are such that probably that would not be ready until the spring or the summer session.

Mr. Alexander. What is the space being used for now in the old Congressional Hotel?

Mr. Ensign. That is used primarily for offices of committees. There are two apartments on the upper floors right now.

Mr. Alexander. Mr. Myers.

Mr. Myers. Thank you, Mr. Chairman.

I wasn't quite clear on the dollar figure. I thought you used some figure when you first introduced your proposal here of something like $7.5 million.

Mr. Ensign. That is for a new facility.

Mr. Myers. Oh, a new facility. I was trying to read ahead of the game.

Mr. Ensign. That would be a new facility, both a new school and new dorm.

Mr. Myers. I am trying to compare the two options you have presented to us which are most likely if we decide to use existing structures. One would be the old Congressional Hotel; the other on the Senate side, the apartment.

Mr. Ensign. Right.

Mr. Myers. The number accommodated would be about the same?

Mr. Ensign. It would be about the same, right.

Mr. Myers. The difference is that on the Senate side, there would be five floors; on the House side, you would have two floors.

Mr. Ensign. That is correct.

Mr. Myers. It would appear that it would be a little easier to supervise two floors than it would be for five.

Mr. Ensign. That could well be. The problem I see is the elevators would have access to other floors in the Congressional Hotel and you may have some sort of a mixing in the corridors and office areas without some security.

Mr. Myers. As of now, we haven't changed that except you might be getting acquiesce to the conditions in providing the service.

In the dollars you speak of, why would one elevator cost $63 and two cost $175? The buildings seem about the same.

Mr. Ensign. The heights of the buildings are different. We would be on the seventh and eighth floors in the Congressional Hotel so we have to go further up. We need two there.

Mr. Myers. It would appear that those two fire escapes are needed in the hotel regardless of who occupies the building.

Mr. **Ensign**. We feel they are needed if sleeping occurs there.

Mr. **Myers**. You would have a problem in the daytime just as at night, wouldn't you?

Mr. **Ensign**. In the office space we have the fire alarms and with normal security guards around in an office situation those rooms are safe to occupy, but when we get to a dormitory situation that puts it in a different classification for fire codes.

We would really recommend we must have safe exits from those areas.

Mr. **Myers**. As far as food facilities are concerned, are there any food facilities now available in Capitol Hill Apartments?

Mr. **Ensign**. Not set up as such. There is space that could be used but there are no kitchen facilities, no.

Mr. **Myers**. As there are not in the Congressional Hotel?

Mr. **Ensign**. Correct.

Mr. **Myers**. So it is a wash there.

Mr. **Ensign**. That is right.

Mr. **Myers**. I am not sure I know the location of these Capitol Hill Apartments, but is it close enough to any Senate dining rooms that the pages might eat there?

Mr. **Ensign**. It is right across the street from the new Hart Building and from the Dirksen Building. It is right across the street.

Mr. **Myers**. It would appear with 100 young people there that we could make arrangements to have them fed almost every meal in one of the cafeterias.

Mr. **Ensign**. I would agree.

Mr. **Myers**. I don't see that we have to have a separate cafeteria. The facilities are there. It may take two or three extra people, but it would be more convenient and more economical to use existing facilities.

For that matter, I can't speak for the Democratic Club, but you have the Democratic Club and the Republican Club equal distance.

Mr. **Ensign**. That is right.

Mr. **Myers**. You could serve out of there, if you wanted to make contract arrangements.

Mr. **Ensign**. I feel the same way. I think the most that would be necessary would be a small vending operation just for snacks.

Mr. **Myers**. I think so. I don't think we need expensive facilities there for eating, if we go this route. As far as time is concerned—and time is important to us—the Speaker has seen fit to urge us to make a report within 2 weeks. Using the schedule he has given us, it would appear the choice would be that if we decide to go the route of a dormitory, the only one that could be considered would be the old Capitol Hill Hotel.

You say the other would be a year or so?

Mr. **Ensign**. We would not be able to occupy until the spring of 1983.

Mr. **Myers**. Thank you for your testimony.

Mr. **Alexander**. Prior to recognizing Mr. Molloy, I have here a document from the Library of Congress from Mr. Davison on 1982 congressional appropriations for the congressional page system that I would like to submit for the record and to be inserted in the appropriate place.

Without objection, that will be made a part of the record.
[The information follows:]

FISCAL YEAR 1982 CONGRESSIONAL APPROPRIATIONS FOR THE CONGRESSIONAL PAGE SYSTEM

This report provides information on Fiscal Year 1982 congressional appropriations for the congressional page system. Congress funds the system basically in three separate line items in the legislative branch appropriations acts.

First, Congress appropriates funds to operate the Capitol Page School on the basis of estimated budgets submitted each year by the District of Columbia Board of Education. An amount is appropriated for the House of Representatives under the line item titled, "Education of Pages." The District of Columbia Page School uses its funds to operate the School and during the course of the school year receives payments from the House of Representatives in the amount of the appropriation as reimbursement for operating the School. For Fiscal Year 1982, Congress appropriated $244,000.

Second, an amount is appropriated for the House of Representatives under the line item "Office of the Doorkeeper" for the compensation of pages. If all of the 71 permanent House page positions were filled, total per anum compensation would be $643,937. Six pages are paid at a rate of $11,697 per annum and include (1) the Speaker's page; (2) two "Page Overseers" for the Democratic Party; and (3) three "Page Overseers" for the Republican Party. All other pages (65 positions) are paid at a rate of $8,827 per annum.

In addition, there are presently 20 temporary House page positions. Temporary pages are hired for two-month periods during the summer months of June and July and paid at a rate of $8,827 per annum. The total maximum compensation that could be paid for the 20 temporary pages is $29,423.20 for the two months. If all permanent and temporary positions (91) were filled, however unlikely, the total compensation for all permanent and temporary pages would be $673,360.20 per annum.

Third, an amount is appropriated for the Senate under the line item "Office of Sergeant at Arms and Doorkeeper" for the compensation of Senate pages. If all of the 30 positions were filled, total per annum compensation would be $272,700. Senate pages are paid a rate of $9,090 per annum.

The maximum congressional budget for the congressional page program in these three line items for Fiscal Year 1982 is $1,190,060.20, assuming that all positions are filled. This amount does not represent other incidential costs paid for from appropriations for the Office of Architect of the Capitol which has jurisdiction over operation of the Capitol Page School. Such costs would include heating, air-conditioning, electricity, and other maintenance and janitorial services.

Mr. ALEXANDER. Mr. Molloy.

Mr. MOLLOY. Thank you, Mr. Chairman.

Thank you for your presentation, Bill.

These two proposals, do either one of them include any facilities for the school?

Mr. ENSIGN. No.

Mr. MOLLOY. Neither one would?

Mr. ENSIGN. No.

Mr. MOLLOY. It would be a residence with nothing to do with the school?

Mr. ENSIGN. Yes.

Mr. MOLLOY. If you could summarize for us—you have the three proposals: the Senate, the House annex, and a proposal for a new building.

There obviously would be big differences in there. What educational facilities would be provided in the new building that wouldn't be provided in the existing facilities?

Mr. ENSIGN. Well, the original plan for a school which was developed in the 1970's, Jim, showed several classrooms, study halls, libraries, gymnasiums, dining rooms, auditoriums, and so forth.

We made no analysis this time by dealing either with your office or the school to find out what the needs are now. So, we only have our estimate. Our estimate was based largely on the fact that we would take some square footages which did not include the library, Jim. It was a stripped-down version, somewhat similar in size and scale to what they have now. We did add in our report that should those other facilities be required, then we would estimate that that would add $1½ million to the proposal, and would give you then the full-blown facility: recreational, school, and housing.

Mr. MOLLOY. Minicampus or something?

Mr. ENSIGN. That is exactly right. I think on the matter of scale for the neighborhood, we would probably propose the dormitory be separated so we would not have a mammoth building in that neighborhood, but would continue the residential scale.

We don't have definitive designs on it at this point.

Mr. MOLLOY. If there should be a possibility—and that is something that is down the line—of building this separate facility over there, what would be the timeframe on that?

Mr. ENSIGN. Jim, I think that we would realistically be saying that we would need about half a year for design and 14 months or so for construction, and I think that that is assuming that we all work very diligently and hard and kept all of the procedures correctly.

But at the minimum, and with a lot of cooperation, we could do it in that time.

Mr. MOLLOY. You are talking about 6 months for design and 14 months for building?

Mr. ENSIGN. Right.

Mr. MOLLOY. I have seen it, but I have never really gone into it. There is a master plan for this whole area around here. What is the master plan for what I refer to as the Congressional Hotel?

Mr. ENSIGN. Future House office buildings.

Mr. MOLLOY. Will that building come down?

Mr. ENSIGN. That is right, and another building put up.

Mr. MOLLOY. Now, this other proposed one on the Senate side, the apartment building, in the master plan, what is the use for that?

Mr. ENSIGN. In the long term of the master plan that also would be slotted for demolition and would be the site of a future Senate office building should the need arise.

Mr. MOLLOY. That would be torn down?

Mr. ENSIGN. In the short term, we are required to vacate the annex buildings upon completion of the Hart Building. So, should that building on the Senate side be selected, it would take legislative action to relieve us of that need to vacate. But in the immediate short term we would have no space available there.

Mr. MOLLOY. We have male and female pages. How would you accommodate them in the two potential facilities: the Congressional Hotel and the Senate apartment?

Mr. ENSIGN. Separate floors would be the most desirable way, or separate wings. For instance, at the Congressional there are two wings, and depending on the number—I am assuming that they are roughly equal in number.

Mr. MOLLOY. We are talking about 60–40, probably.

Mr. **Ensign**. So, you have to look at it by floor or wing separation. Either would work. My preference would be by floors.

Mr. **Molloy**. That would hold true on the Senate side, too?

Mr. **Ensign**. The Senate side gives a slightly greater flexibility because in the Senate annex we would be figuring about 20 on a floor, 5 floors of 20. So, that if you have a variation in numbers, you only have 20 to juggle. It would be a little more flexibility, but it would work on either side.

Mr. **Molloy**. How many years have you been up here?

Mr. **Ensign**. Just over 2.

Mr. **Molloy**. This has been an on-line thing all along?

Mr. **Ensign**. Right. I think it has been going on since 1973. I pulled the files out and sort of tracked it from that time all the way through the various operations proposed over the years.

Mr. **Molloy**. I have no further questions.

Thank you.

Mr. **Jankowsky**. Bill, the Senate side is cheaper, right?

Mr. **Ensign**. Slightly, right.

Mr. **Jankowsky**. But it will not be ready for 6 months to a year later than the annex?

Mr. **Ensign**. It would be later, about 6 months later, than the annex on this side.

Mr. **Jankowsky**. What is the quickest we can occupy annex 1?

Mr. **Ensign**. Assuming we can get the space in HOBA 2, the office space assigned and worked out with the occupants moving down there, and assuming we could get some decisions very fast, I think we could get the spaces in annex 1 ready for occupancy in September, maybe late September.

But as I pointed out before, this would be without the fire escapes being in place. That would, therefore, require security people on duty there during the night, until we could get the fire escapes built.

Mr. **Jankowsky**. How long does it take to get a fire escape?

Mr. **Ensign**. They would be custom made, and I think they would take at least 3 or 4 months.

Mr. **Molloy**. Isn't there security 24 hours there?

Mr. **Ensign**. There is 24 hours security.

Mr. **Myers**. Not floor security, though.

Mr. **Ensign**. That is right, and we would recommend, because of the possible hazards—cigarettes in the bed, things like that—that there be guards on those floors to alert anybody in case something happens.

Mr. **Myers**. I think you would have to have it anyway—if you would yield—regardless of the fire hazard.

Mr. **Ensign**. That is right.

Mr. **Jankowsky**. Who owns the Providence Hospital site?

Mr. **Ensign**. We do.

Mr. **Jankowsky**. In whose column is that carried? Is it in the House column?

Mr. **Ensign**. I would ask my colleagues.

Mr. **Raines**. It is under the jurisdiction of the Architect of the Capitol, and is part of the Capitol grounds. The square was acquired as a site for the John W. McCormack Page School and Dormitory.

Mr. Ensign. To answer your question, whether it is a House site or Senate site, it is neither.

Mr. Jankowsky. Either annex 1 or the Senate side could house all the House and Senate pages?

Mr. Ensign. That is right.

Mr. Jankowsky. As a combination of some of the recommendations, is it possible to temporarily house pages earlier in annex 1 until the Senate side can be made ready?

Mr. Ensign. In my judgment, that would be slightly wasteful because some work would be required on annex 1 to have the bathrooms installed and showers installed, et cetera, and it would almost seem if that were done, and then you were to move out 2 months later, that it would be a little wasteful.

Mr. Jankowsky. Do you know the fair market value of the Providence Hospital site?

Mr. Ensign. No; I don't.

Mr. Jankowsky. Approximately?

Mr. Raines. I do not know the current value. Acquisition cost was $1.4 million.

Mr. Jankowsky. $1.4 million acquisition costs; OK.

Mr. Ensign. Several years ago.

Mr. Raines. In 1973.

Mr. Jankowsky. Is there any alternative space on the Senate side that could house the offices which are in the Senate apartments now in the interim so we could possibly move up in time with the occupancy?

Mr. Ensign. At the present time there are several Senate annexes. However, they are all full, and they would be vacated upon completion of the Hart, which would be at the end of this year.

So, until that time, there is very little space available, if any, and certainly not enough to create the square footage to house 100 pages.

Mr. Jankowsky. Yes?

Mr. Molloy. Regarding the master plan we talked about, what is the long-range plan for the Providence Hotel site in the master plan?

Mr. Ensign. Nothing is designated on the master plan for that site. It was acquired specifically for use as a page school and housing, and since then the buildings have been razed and it is used as a park. There is nothing in the master plan.

Mr. Jankowsky. By statute it is designated as the John W. McCormack Residential Page School. So whether it is in the master plan or not, it is by statute so designated.

Mr. Molloy. Thank you.

Mr. Myers. Mr. Ensign, would you provide for the record the present occupants of both locations and what kind of terms we have with them? Do we have leases or are they at the will of the Congress?

Mr. Ensign. I will find out for you.

Mr. Myers. Find out what arrangements we have with the present occupants.

Mr. Jankowsky. In annex 1 it is committees of the House.

Mr. Ensign. There are two occupants there, two Congressmen live there. I am not sure who they are.

Mr. MYERS. Provide for the record who occupies that.

[The information follows:]

The current occupants of suites 802 and 808 are, respectively, the Honorable Gene Taylor and the Honorable Benjamin A. Gilman. There is no direct landlord-tenant relationship between the occupants and the Architect of the Capitol. Instead, under the terms of the lease between the Government and the National Capital Democratic Club (Club), apartments are sublet on a month-to-month basis to approved occupants, and rent is paid to the Government by the Club based on the acutal occupancy of apartments. The lease may, pursuant to its terms, be terminated at any time and the lessee required to vacate the premises, if the House Office Building Commission deems it necessary that the premises be used for purposes of the House of Representatives. It may also be terminated without cause upon sixty (60) days written notice to the lessee. In either event, as month-to-month tenants, the occupants would, under District of Columbia law, be entitled to a one-month notice to quit.

Mr. JANKOWSKY. More questions? If not, thank you, Bill. We appreciate it.

Mr. ENSIGN. My pleasure to be here with you.

Mr. JANKOWSKY. Our next witness is Mr. Bill Hildenbrand, Secretary of the Senate.

We appreciate your time.

STATEMENT OF WILLIAM HILDENBRAND, SECRETARY OF THE SENATE

Mr. HILDENBRAND. I have no prepared statement. I am prepared to answer questions relative to the problems you are faced with and the deadlines that you have to meet.

Mr. MOLLOY. You say problems we are faced with. In what way? You are talking about the pages, right?

Mr. HILDENBRAND. You may have some other ones I don't know about, Jim.

Mr. MOLLOY. You have come down with a report regarding the page situation over there, and you are hopeful——

Mr. HILDENBRAND. We had a staff study, which started September of 1981, which was completed earlier this year. Based on that report, we made recommendations a month ago to the leadership relative to the entire page system.

Mr. MOLLOY. What would be the status of those? Say there are 10 recommendations. I don't know how many there are. Are those under study now? Will they become a reality or what?

Mr. HILDENBRAND. The leadership would have to determine what steps they wish to take. My guess would be that if they wanted to change the page system, they would draft legislation and submit it to a committee.

Mr. MOLLOY. They have not done that yet?

Mr. HILDENBRAND. No. In light of the fact that the Speaker put this committee together, we are just sort of sitting and seeing what it is you want to recommend to the Speaker so that then we can sit down and try to work the whole thing out.

We would like to go jointly. I don't want to go separately unless I have to.

Mr. MOLLOY. Likewise. That is right.

In light of all of this with the pages, my understanding over there is that there is a strong possibility—we will go into that. I am talking about recommendations. I don't know if it is appropriate to go into it, but let me ask you this.

Our problem, what we are trying to resolve first is should we have the pages or shouldn't we have the pages. Based on that, we will have a domino effect regarding the education and hopefully we will dovetail your recommendations and come up with some here and have a joint basis for proceeding.

On the other hand, the fact you are looking into it and you have recommendations, I haven't had the opportunity to read them. I don't have any direct questions pertaining to the Senate side.

We have had this degree of cooperation over the years, Bill and I and others, over their work back and forth on this. I think it comes down to my old Catch-22 that they have made recommendations, and our commission will make some recommendations and then we will have legislation. So I don't have anything.

Bill and I talk for hours on this, we have done this before, or alleged problem. I highlight the allegations are probably bigger than the actual problems.

Mr. **Hildenbrand**. I think that is probably true.

Mr. **Jankowsky**. Bill Ensign was talking about the Senate side. Have you looked at that for conversion?

Mr. **Hildenbrand**. The Senate Office Building Commission met 4 on Monday, as I indicated to the chairman at one point in our telephone conversation. They looked at the two proposals which Bill talked about, and that is the House Annex 1 and the Capitol Hill Apartments. The House Annex 1 is something like $375,000; ours is about $290,000.

The commission decided to do nothing other than look at those two proposals and at some point meet with their counterparts in the House to see exactly what they wanted to do, if anything.

The Building Commission has only the responsibility for building a building. If the commissions together or if the House and Senate together decided to go either Congressional Hotel or Capitol Hill Apartments, on our side it would be the Rules Committee that has allocation of space.

Mr. **Jankowsky**. Here it is the Building Commission.

Mr. **Hildenbrand**. Our Building Commission only builds buildings, it doesn't have anything to do with allocation of space. I like the Capitol Hill Apartments because it is a self-contained unit and I don't have to worry about extra security because you have offices in the floor.

Mr. **Jankowsky**. But is there no way to move up the timetable?

Mr. **Hildenbrand**. There does not appear to be, until we get the Hart Building ready for occupancy. There is no place we can move those people that are presently there.

Mr. **Jankowsky**. Is that scheduled for January?

Mr. **Hildenbrand**. Yes. I think that Bill indicated to the Building Commission on Monday we could probably have it ready for occupancy by July of next year.

Mr. **Jankowsky**. For the pages.

Mr. **Hildenbrand**. For the pages to move in by the beginning of summer next year. That would give us the time. We have less renovation over there than we would require on the Congressional Hotel site.

Mr. **Molloy**. I would like to back up one second, aside from the property question. It is not my opinion, but we have explored a things here; namely, senior citizens, disabled veterans, law students, college students. We have had a number of different proposals.

One of the things we are doing is listening to those people. I personally feel the pages should continue, but hopefully we treat it with an open mind. Have you had any input regarding those four areas?

Mr. Hildenbrand. No.

Mr. Molloy. No bills or anything introduced?

Mr. Hildenbrand. We have had the same kind of discussions I guess that you have had. There are all sorts of proposals of people that are looking at it to change it, senior citizens, messengers.

Mr. Molloy. Messenger service, yes, but no legislation on the Senate side?

Mr. Hildenbrand. As far as I know, there has not been any move to change the existing system.

Mr. Molloy. The recommendation they came down with, that doesn't include that possibility, does it?

Mr. Hildenbrand. The original study made recommendations which the management board dismissed, and part of that was to do away with the thing entirely and go to messengers. There was a recommendation as an option of college students.

Jim, the first Senate page was in there in 1831. That is 150 years. This is the first time that we have had any sort of an incident that really caused some concern, and if you don't want bad news, I guess you can kill the messenger, but I don't see destroying this system that has been working for 150 years because of the problem in this one instance.

Mr. Molloy. I agree. Did you sit on the management review?

Mr. Hildenbrand. I am chairman of the management board, yes, under our system.

Mr. Molloy. So you characterize this as the page system should stay?

Mr. Hildenbrand. Without any doubt. If you look at the number of Members sitting in the House, as well as the Senate, who came up through the ranks starting as pages, it is a valuable tool for students.

We are concerned about the educational thing. I am concerned because I had a boy come in when he was 14, and he went through 4 years of school at the Capitol Page School.

I don't think the system was designed for that. That is one of the reasons we strongly favor the junior year concept that is in our recommendations. We have a number of Members on our side who also are favoring that concept.

Mr. Molloy. One of the questions of the assistant to the Architect was to cut down on costs; namely, kitchen facilities. I think Mr. Myers referred to the Democratic or Republican Club, maybe we could get them to volunteer or contribute.

Would the facilities at the Dirksen Building be made available if we go to the apartment over there?

Mr. Hildenbrand. Oh, yes, there are any number of ways that you could go if you did not want to construct dining facilities. I am not sure whether or not we could put dining facilities within the complex of the Capitol Hill Apartments. We possibly could.

Mr. Ensign. We probably could, but it would take the use of the ground floor.

Mr. Jankowsky. That is not built into in the $275,000?

Mr. Ensign. That is correct.

Mr. Molloy. Everybody is talking about money and the cost of everything up here. Of course, that would conceivably cut down on costs if we could piggyback on the facilities over there.

Mr. Ensign. That is right.

Mr. Hildenbrand. Our Capitol Hill Apartments is not that far away from the Dirksen Cafeteria.

Mr. Molloy. If we went to the Congressional Hotel, we would have the cafeteria here in the Longworth, too.

One of the things in this discussion that comes up is the school covering in the morning and us covering in the afternoon at night what is available in the facilities and supervision, et cetera. We are dealing with high school kids.

Of course, we need some type of recreation. We have not explored this, and I don't know the possibilities. We have facilities here at the gym. Would any of that be available on the Senate side if we go to that?

Mr. Hildenbrand. That would be something they would have to determine on the basis of what they would do with the program. Their gymnasium facilities and the staff report talks about recreational facilities and addresses that.

Mr. Molloy. But not in specifics, I understand.

Mr. Hildenbrand. But that is a problem. One of the things we liked about the junior year concept is that when we are not in session in the afternoon, with the self-contained unit we could take the kids back into the school.

We visualize not only the basic elements of education they would need for credits to get out of school, but also looking at some other things we might be able to teach them about the legislative process, about the system. Those things could be added to their curricula. That would give them a pretty full year of education.

Mr. Molloy. Based on year of experience over there—and you and I both agree this should stay—one of the things we are exploring in this commission is if we came up with the conclusion that they abolish the page system, what would be your feeling the Senate would do regarding pages?

Mr. Hildenbrand. I don't have any idea. Off the top of my head, my recommendation I think would simply be that those Members who have pages as patronage would be permitted to go ahead and hire an individual as a staff person and assign him to do the duty on the floor.

Mr. Molloy. If they want to do that.

Mr. Hildenbrand. If they want to wipe everything out and start from scratch. It doesn't matter whether the guy is 19 or 20 or 15 or 16, the same problem exists at some point unless you can put them in a single supervised unit.

So, you might as well, if you are going to do away with the system, you may as well go to paid messengers.

Mr. Molloy. One of the points this commission is coming up with, and I don't agree with it, is that this service could be provided better by outside contracted people, and then point 2 would be—I don't think it is a problem, but it seems to be the press popped it up as a problem—we wouldn't have the problem of having teenagers in Washington at all.

Would you address that?

Mr. HILDENBRAND. The benefits of this program outweigh by far any problems that we have encountered over the 150 years that we have been having pages. To go outside and bring in a unit and say OK, you are now the messenger service, I don't know how that would work. I can see some Senators saying get me a glass of water or run this over to my office or tell my secretary to bring the car, and I don't know what reaction you would get from somebody 25 or 26 as a messenger.

Mr. MOLLOY. You would work with the pages. How many years have you been here?

Mr. HILDENBRAND. Twenty-six.

Mr. JANKOWSKY. One of the questions that came up all day yesterday, Bill, was this dual function of pages serving the House and the Senate, and the House and the Senate serving the pages.

I think we had some very good testimony by Chairman Dingell and others in education activity in their opinion the optimum age for pages receiving the benefits that the House and the Senate give them in education activity is high school rather than college.

Do you agree with that?

Mr. HILDENBRAND. Yes, I think that is right. I don't see much benefit accruing to a college student to come in here and do the kind of tasks that a page does. Most of these pages, whether they know it or not, through osmosis learn about this system simply by beng here, and it is a good learning experience.

Mr. JANKOWSKY. You would agree that in a page's chronological development aspects that high school is better? They are more receptive to the education here than would a college student?

Mr. HILDENBRAND. With our 14-year-olds we have that experience. If we had 16 or 17 or a single—I like the single year concept because I think you don't have to worry about them, you can devote all of your educational benefits to that single year. But I think they can get a lot from it.

Mr. JANKOWSKY. Is there any hard thinking as between junior and senior year?

Mr. HILDENBRAND. There was some discussion that it be at one point senior year, but we said, well, you know, most kids would like to go back to their hometown and graduate in their school that they have attended, and so we thought that the junior year would affect them less than any of the other years.

The first two are the beginning of their formative high school years; the junior year they can sort of use as a throwaway and come here, then go back and complete their education in their senior year and graduate with their regular class.

Mr. MOLLOY. I have no other questions.

Mr. JANKOWSKY. Thank you very much for coming over.

Mr. HILDENBRAND. My pleasure. I wish the committee all the luck in the world.

Mr. JANKOWSKY. Thank you very much.

Mr. MOLLOY. Thank you. We appreciate it.

Mr. **Jankowski**. Our next witness is Representative Bobbi Fiedler from California. The chairman is detained at the Ethics Committee but we will proceed.

STATEMENT OF HON. BOBBI FIEDLER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA

Ms. **Fiedler**. First of all, I would like to thank you for the work you are doing in trying to evaluate the entire situation. I came before you this morning because I thought I might have a little different perspective and I guess about the way in which to approach the future of the page program that might be a little different than someone else.

There are a few thoughts that I have about it. First and foremost is that you are bringing back young people for the first time who have never been away from home for a long period of time.

Second, probably more importantly, in tradition they have come back without facilities for them to live in. Frankly, having served on one of the major school boards of the country, I am very aware of the fact that young people need responsible supervision and for us to bring people back here without adequate facilities and without adequate supervision is irresponsible as far as I am concerned.

So I think it is very important that we find some type of existing facility, and I understand that there have been some offers from Georgetown University, possibly facilities here on Capitol Hill.

I have not been here so long as to be able to give you details, but Representative Myers, who is a member of the committee, is more informed about the details of that information.

We should definitely locate a site for these young people to come back and stay, and provide adequate supervision in the process. Room and board should be included and a reduction of the amount of money which they are given which would appropriately reflect the differences in what their responsibilities would be in providing room and board for themselves, for example.

I don't think that they come back here for the money. They come back for the experience and for the opportunity to see the Government in action.

I frankly think that the period of time that they are here is longer than necessary. It is a privilege to be able to come. It is an opportunity that altogether too few youngsters can take. By the way, I am strongly in support of maintaining a program. But it seems to me that if we were able to bring young people back here from a single grade level which would alleviate some of the problems that you have in terms of the academic problems and the cost of it—and I happen to think the 11th grade is the best grade as well, as I heard the former Senator making similar comments. I think the 11th grade is definitely the best grade.

If they would come back here for 90 days, by the time they spent 90 days here in appropriate facilities, participating in the process for 90 days, that we would be able to literally include fourfold the number of young people currently able to participate.

If you stop and think about the page process, it seems to me that after they have been here awhile they have gotten academic benefits that they are going to get from being here. They have had a chance to see the process work, they have had a chance to see the Government in action and be a small part of that and then they really, from there on out it becomes more of a settling in, a way of life for them.

I don't think that that is really or primary purpose to provide a job for a group of very young people, but rather to provide an educational opportunity.

So those are basically the suggestions that I offer you. I hope you will consider the possibility of approaching it—first of all, maintaining the program; second, making certain that we do provide for facilities.

I think if this program is maintained that we don't have to go out and build a tremendous structure to house these young people but we do need to provide some limited kind of housing for them, appropriate supervision, and permit this program to continue in a more updated version than it has over the last 200 years.

Mr. Jankowski. Thank you very much. We appreciate your coming, and your experience on the school board carries great weight. We have had a lot of talk, as you heard with my questions of Bill Hildenbrand, in terms of college students versus high shool students. We divide that question particularly between the services given by the pages to the House and the Senate and the educational experience given the pages by the House and Senate. Is it your thinking that the high school level from the viewpoint of the House to the pages is the optimum educational level or is college better?

Ms. Fiedler. Definitely high school. Young people in college, frankly, are already moving into their career, it is beginning to move, it will become more of a means by which to get a job.

I don't think that would necessarily be constructive. I think that the young people of the high shool level are more impressionable, can get a lot more from it, and if you think you have problems with 14- to 17- or 18-year-olds you can imagine the kinds of problems that you would have if you had older students. If we went to that, I would just say hire somebody to do the job and forget it. I think there is a tremendous benefit to the high school student.

Mr. Jankowski. Ninety days may be the best length of time for the educational experience from the House to the pages. We may hear from the other side in terms of services from the pages to the House that that may be too short.

Do you have any strong feelings if it went out to six months or possibly a year?

Ms. Fiedler. I really think the shorter period of time is the better period of time. Not because the pages—with a little effort they can be trained to find their way around here, or you can designate one page for Longworth, one for Rayburn, or whatever. In other words, you can train them for a particular facility rather than giving it to whoever happens to be there. You can make modest adjustments of that kind.

But if a page were to come back here, be given credit by his high school for the 3 months that he spent back here, it would not so interrupt the thread of his education back home as to be unable to be picked up because we should have top-notch kids coming back here.

I also think that a set of rules ought to be laid down for them. They will understand if they don't follow the rules they go home. It will be clear cut. They are here, it is a privilege, they may participate here as long as they stick to those rules; if they don't stick to the rules it is not three strikes and you're out. You either stick with them or you will be asked to leave.

It should be handled in that way so they don't get the sense that they can be a little lenient and still be able to stay. For three months they can do it.

I don't think that 6 months or 1 year is really fair, and the reason I say "fair" is because I don't think it provides enough opportunities for enough of the young people that are out there. There is a tremendous pool of talented yongsters who are deserving of this experience, and if we were able to break it up into 90-day segments I think you would be able to so multiply the amount of young people that participate that it would be worth the modest inconvenience of not having somebody know where every single room in the Capitol is. I am not sure—after being here two years I don't know where the rooms are in the Capitol. So I don't find that argument compelling.

Mr. **Jankowski**. If we try and broaden the number that can come here, viewing it from the educational experience, would that lead you to a possible recommendation of changing the selection process from patronage to some merit system?

Ms. **Fiedler**. I would love the idea of a merit system. Because you know somebody is not really a good reason to be selected. If anything, it is the young people whose parents know somebody that may need the experience the least. I would like to go to the merit system very much.

I would hope it would be regionally balanced and sexually balanced in terms of the selections so that as many who are academically able—remember when you ask somebody to take 3 months off you have to have—3 or 6 months or 1 year—you have to have someone who is fairly proven as an individual in terms of their maturity and their intellectual ability to be able to cope with that change.

Serving on the Personnel Committee, I did deal with one of the pages that came back here and when you bring people back for that period of time, anyone who is pulled out of their home environment and put into a totally new environment has a certain adjustment period to go through.

But a young person who is going through probably some of the most sensitive periods of time and difficult emotional periods of time in their lives, any one of us can think back to being 15, 16, 17 and remember the turmoil that you go through, being without any of the ordinary anchors or roots that you have in your own community, your friends, your family that help to keep and provide a little balance, does create problems and exascerbates existing problems.

So I think the shorter period of time would alleviate that, such as a camp or a short place stay where you are not left being fully responsible for your actions for the first time in your life. I don't know how many of you in your family situations might have been permitted to leave your residence and live on your own at the age of 17 or 16; maybe by the time you were 18 when you go to college and take on a roommate, but it is asking a lot at a tough period of time in their lives.

Mr. Jankowski. Thank you. Jim.

Mr. Molloy. Thank you. I appreciate your statement. I agree with many, many of your thoughts. I appreciate your taking time to come in. Just to address a couple things, there is a problem, I think within the commission here. The benefit to the student as opposed to the benefit that we receive in the House. I think you would agree—you would characterize the benefits should go to the student. No question in my mind. The House can get this service probably more efficiently, probably at a lower cost, by simply hiring someone to do the job. Or permitting Members to use their own staff. We have a very adequate staff that could certainly carry messages back and forth, if necessary.

The purpose of retaining the pages, in my mind, is for the benefit of the student, and, frankly, for the country to provide experience, some measure of enthusiasm for government, some measure of experience with government to be carried on, hopefully, into their future so they will participate in the process.

To me, you know, you take a look at the apathy that we find in the country, to be able to inject to some degree some enthusiasm into every community of this country through their youth for government and to respect it and to participate in it, to me is the most valuable thing we can contribute, not whether somebody brings a message from my office to the floor, or vice versa.

Mr. Molloy. I agree. That brings another question. Based on your education experience, the program that would have to be here, should it be tailored here at this end or should we have a program brought from the sending school?

In other words, one of the things that has come up—I kind of lean toward, it, I expect, personally—that is you have them here for their junior year. In your conversation you agreed. So there would be a standardized program. You would have to have history, English, and so on. Obviously they can get that anyplace.

Coming here, it would have to benefit them; namely, the House, the congressional aspect and the legislative process. If you were in a position, would you tailor that as a set program here? Or—obviously, different schools have different programs, unfortunately. Would it have to be something that would be brought in?

Ms. Fiedler. No, it would be much too complicated, impossible to carry out and whoever would be responsible for it would throw their hands up in despair trying to adjust to programs.

Within one school system based upon the economics and ethnicity of the community, you can have tremendous diversity. I don't think that is practical. I think you have to select.

This would be somewhat like a work project program that we have many youngsters in the schools now. They go to school half the day; they work half the day. You have to provide the basic rograms, reading, writing, and arithmetic, so to speak. It has to be relatively standard at the 11th grade and if I remember there are U.S. history courses and other courses.

As far as any—English would be required, some mathematics of some kind, and so forth.

I think the simpler it is kept, the better. The student who is selected in advance of that 11th year, for instance, if a young person knew a year ahead that they were going to come back here, if we could plan—that might be asking a lot for a bureaucracy, but if we could—if they knew a year in advance they would know these would be the courses they get for the period of time they are here and they could adjust their schedule to accommodate that.

Mr. **Molloy**. One of the other problems that arises——

Ms. **Fiedler**. By the way, they should be given credit for their time back here if it is a short period, for a class or something.

I am sure the school systems would do that.

Mr. **Molloy**. Two quick questions, not fully knowing the mechanics of the Republican Committee, if you could appoint a page tomorrow, would you?

Ms. **Fiedler**. No, not under the current system.

Mr. **Molloy**. Because of the system. Not that you wouldn't want someone to benefit from the experience?

Ms. **Fiedler**. No, I would love to have the opportunity to see large numbers of youngsters coming in, but I could not ask somebody else's child to come back here under the current system any more than I would take a child in my car and drive them without insurance.

I just think that it is—I am appalled personally that this has been going on for as long as it has and I am amazed that a body as important and making as responsible decisions as the Congress of the United States does would bring back large numbers of children—because they are children—into an environment like this and say, "Go. You are on your own."

They wouldn't do it with their own children. Why should they do it with somebody else's?

Mr. **Molloy**. One of the problems we have, the figures are all over the lot, but a permanent structure would range somewhere between $10 and $15 million; the temporary structure is somewhere in the area of half a million.

Obviously those figures can be adjusted.

In my opinion this would be an investment in our future. Would you be willing in your own legislative process, would you be willing to commit or allot that large amount of money?

Ms. **Fiedler**. I am adamantly opposed to the building of a new structure. I have seen this done repeatedly every time a new idea comes about; somebody has to run out and spend a lot of money to build an edifice for the purpose.

We are in times of tremendous fiscal restraint and we cannot afford to build a new structure. We need to find existing housing.

You have got a Senate Office Building over there that Senators are scared to death because of politics to move into. Put them over there. Find space here within existing facilities. I don't think we need to build a building and I frankly think that if there is an effort to try to build it that that in fact will kill the program.

Mr. **Molloy**. I agree.

Let me ask you, there is a modification figure of $385,000.

Ms. **Fiedler**. I would be more than willing to vote to support that kind of money for some modest internal restructuring that is done in a fiscally prudent fashion—that is not $15 million.

I think it is worth it. I think it is worth it to protect the program and make sure that the youngsters have an appropriate facility.

If you figure out what they really need if they got $250 or $300 a month, simply for spending money, frankly, nothing more than that to help them get by, that would be more than adequate if they had their room and board. It is more than most kids get. They are lucky to get $50 to $100 a month or even find a job.

Mr. **Molloy**. One proposal has not been touched upon is, if we transported them back and forth and did just what you said, gave reasonable expenses and freedom, educate them and supervise them, obviously you would be in agreement with that.

Ms. **Fiedler**. That is much better.

Mr. **Jankowsky**. You have answered the question, I think, but that is better and worth the investment rather than trying to use existing facilities off the Hill such as at Georgetown, and so forth, if you had your choice?

Ms. **Fiedler**. You have to look at the facilities, see which is the best suited for them.

I would be happy to see them housed on the Hill if the facilities were reasonably suitable or could be adapted for the purpose. That would cut down the cost of transportation which can get higher.

It costs you $100 a day for a bus, for instance. There will be all sorts of problems in transporting them back and forth.

But I would look at the economics of it, be realistic in terms of the amount of supervision that will be required. One person is not going to be able to supervise 100 pages.

One of the other things mentioned in our personnel committee discussions is that there should be some central person who is responsible for overseeing the entire program so that instead of having fragmented supervision where everybody thinks somebody else has done it and no one is doing it, that it is centralized and restructured in a way that there is somebody who is responsible.

Mr. **Jankowsky**. If you yield further, one idea that was brought up yesterday was if we have a facility for the pages and they need to be adequately supervised, that maybe we could even have a complementary college intern program to provide housing for small numbers, six college students, to provide supervision in the nature of monitors for dormitory students.

Ms. **Fiedler**. I would rather see, frankly, rather than college-level supervision, which is not going to be perhaps providing the judgment and stability for a group of that age, I would rather see you hire older people to do the job. If I were doing the selecting, I would want somebody in their fifties.

Mr. **Molloy**. I think the question of appointing pages here, there have been various opinions raised in these hearings about the process we use and here seems to be some strong feeling we should have a standardized or a merit system, that it should not be as extensive as the benchmark or reference I myself try to use; namely, what we try to use for the service academies.

Do you have any comments on that?

Ms. **Fiedler**. A merit system is always difficult because you have different standards. You can give me a student from some schools that gets straight A's and another student from other schools that gets straight B's and because of the academic difference the B student might be a much stronger student.

But I think that you have to have some kind of standardization for selection and that perhaps to avoid the power, so to speak, of a single committee doing it, perhaps some rotation, something that to some degree divides or moves around the responsibility for the final selection.

I would like a merit system. I would hope that that would not discourage diversity in the selection process because I think that is an important part of the educational system.

Mr. MOLLOY. Do you get many inquiries about the page positions as a Congresswoman?

Ms. FIEDLER. I get quite a few. Being on the Personnel Committee, I don't make or sponsor someone for it because it is not a part of—in fact you are specifically excluded from being able to do it, but I do get a number of inquiries.

Mr. JANKOWSKY. If you yield, Jim, you could with a centralized set of standards based on merit, you could have a combination of continuing the patronage system, but within the guidelines so that individual Members would have that right to appoint.

Ms. FIEDLER. What you need is regional balance rather than individual Members who can sponsor a given student.

Mr. JANKOWSKY. That could come in with individual Members representing the geographical areas.

Ms. FIEDLER. Right.

Mr. JANKOWSKY. But within the merit guideline system that the Personnel Committee or some other committee would permit individual Members based on patronage would still have the right to bring pages but within the guidelines.

Ms. FIEDLER. I guess I don't like the patronage system. I don't like the idea of some Members being privileged to make the selection. I think if we continue the overall system that it should be revised to reflect the interest of the students in the country and not the political interests of the Members of Congress.

Mr. MOLLOY. If we could lay out a plan——

Ms. FIEDLER. I do think there should be regional balance, ethnical balance, sexual balance, so that a diverse group of youngsters are brought here and many diverse groups have the opportunity to do it.

Mr. MOLLOY. That could all be laid out, geographic, ethnic, sex, all that. Would you have objection to something like the SAT exam being the standard for it, the high school test they take?

Ms. FIEDLER. No.

Mr. MOLLOY. From some of the inputs you get from the kids, they are all aware of it. They are preparing for it. Something I never had in high school, you just went with your money and got into college.

Ms. FIEDLER. To some degree I would be wary of that; that tends to test the academic ability of the youngster and not the roundedness of the person.

I guess I haven't thought of the system of pulling the kids out, but I do know you might miss the more creative youngster; you might miss—testing is always a problem.

Mr. MOLLOY. Obviously.

Ms. **Fiedler**. Perhaps that and some other individual interviews, showing their roundedness, personal character.

Mr. **Molloy**. The whole person concept.

Ms. **Fiedler**. Right. Where they have to have good grades to be selected because that shows the degree to which they are responsible in carrying out their personal responsibilities and that is in the educational system.

But, in terms of trying to offer the opportunity, that shouldn't be the only measure. It should be other things.

Mr. **Molloy**. Obviously it shouldn't even be considered if they leave their academic background and then suffer.

Ms. **Fiedler**. That is right. It should be a privilege and should go to young people who have proven themselves to be responsible to at least carry out that aspect of their career.

Mr. **Molloy**. I have no other questions. Again, I thank you for your remarks, and appreciate your attendance here. They have been enriching in this area and I do appreciate it.

Mr. **Jankowsky**. Thank you very much for coming by.

Ms. **Fiedler**. Thank you very much and I wish you lots of good luck.

Mr. **Jankowsky**. The commission will adjourn until 2 o'clock, when we will take up the subject of education.

[Whereupon at, 11:20 a.m., the commission was adjourned, to reconvene at 2:00 p.m., the same day.]

AFTERNOON SESSION

Mr. **Alexander**. I will convene the hearing.

The commission will come to order. We will hear from Mr. John Hoffman, principal of the Capitol Page School. Mr. Hoffman.

STATEMENT OF JOHN HOFFMAN, PRINCIPAL OF THE CAPITOL PAGE SCHOOL

Mr. **Hoffman**. I was informed that I could speak for a couple of minutes, if I may, before questions.

Mr. **Alexander**. I am going to excuse myself and defer to Mr. Jankowsky to chair the hearing while I run up and vote.

Mr. **Hoffman**. Gentlemen, when I first heard about the sordid allegations, I was heartsick—heartsick for those allegedly involved, but also for the countless numbers of pages and Members of Congress who have constructively contributed for many years to make a positive, wholesome tradition so successful.

As principal, I have been privileged to associate with these fine people, students, and Members of Congress, for 13 years. I have known and personally programed over 1,300 pages, and I can't recall a dozen who were involved in serious problems. That is a remarkable record.

In 1969 we sent information questionnaires to 250 former pages and heard from 191. Among them, 94 had earned bachelor degrees, 44 masters, and 24 doctorates.

Last October in 1 day four Capitol Page School graduates of the class of 1971 visited us. Three were physicians and one an attorney who was also the present AA for Congressman Coelho.

Over the past several years two pages became editor of the campus newspaper at Yale and Air, West Point, and Naval Academy graduates proudly visit us regularly.

This past June the class of 1957 held their 25th anniversary reunion here in the District of Columbia, and 20 members of that class, all successful professionals, proudly attended.

In addition to Congressman Dingell, Congressman Emerson, Senator Pryor, and others, there are a dozen former pages serving Congress this very day in responsible positions.

Contrary to some recent adverse publicity, Members of Congress and Hill bosses do care and are kind and considerate of pages. I know of Members who invite pages to join them and their families for dinner on Thanksgiving holidays and other occasions. And Members of Congress graciously give of their time to participate in our monthly congressional seminar program which is held at the school at 8 a.m.

They care.

We all agree that supervised facilities would be ideal, but in the meantime I might suggest, (1) an imposed honor curfew; (2) cooperation and support by cogressional sponsors in assisting Mr. Molloy and Mr. Liebengood in carrying out page policy and recommendations.

The majority of pages possess pride and sense of responsibility. If ground rules are explicit and understood, the great majority of pages will comply and those who don't should be sent home, not coddled, not protected, nor to be considered as exceptions.

From my experience, I do believe that 16- and 17-year-olds have been most able to succeed as pages. The great majority of pages are in my opinion judicially selected. They are respectful, capable, and they are very responsible.

It would be impossible to relate the many successes of former pages, thanks in great part to the inspiration of having served Congress, and I respectfully implore you gentlemen to consider continuing the page system as it is, with a continued team effort by all of us involved toward continued improvement. The traditional highly respected image of the U.S. congressional page system has been tainted, unfortunately casting a negative reflection which scars past, present, and possible future pages, which would be greatly unjust. We may have received a black eye, but, gentlemen, we have too much class to lose the fight.

Thank you.

Mr. **ALEXANDER**. Thank you very much, Mr. Hoffman. We appreciate your appearance today and your testimony is appreciated. You are especially qualified to give us the inside story on the pages, their conditions and strains placed upon them, the work requirements, and so on.

You talked about age and continuation of the present system. How do you feel about the tenure of the service; how long do you think a page should be here, given their educational situations, as you see it?

Mr. **HOFFMAN**. I believe that a year would probably be an amount of time where a page would retain his enthusiasm for the job, high verve for the job, and still be able to get rather an uninterrupted year of education. I think a shorter period would be too much of an interruption from the school, from his home school, and perhaps a longer period than 1 year sometimes, as I say, they become a little shopworn and may be tired. I think 1 year is ideal. Two years they can make it.

Mr. ALEXANDER. What changes would you recommend in the educational system as it now exists?

Mr. HOFFMAN. Of course, we would have to adjust to juniors and seniors only. That would necessitate dropping something like medieval history and so forth, but our history has been to educate pages in the college preparatory curriculum and in order to retain accreditation they would have to continue to earn those units, so that aspect of the program really wouldn't change too much.

It would be changing around a little as to the subject offerings, eliminating 9th and 10th grade subjects.

To be honest, we really have only had a couple of ninth graders in the past few years and it works a little hardship because we are top rated in juniors and seniors. All juniors and seniors must be 16 and 17. We run about ten 10th graders and it makes it a little difficult, but our job is to accede to Congress wishes, so this is what we have done.

Mr. ALEXANDER. What recommendations would you make concerning the quality of instruction? Instruction for the school curriculum, that is.

Mr. HOFFMAN. Well, I think that under the present situation with the number of teachers that we are allowed and under the TO, I couldn't suggest too many changes in that all of our teachers as of the moment, with the exception of one, have master's degrees, plus, and for extracurricular involvement the youngsters are limited timewise. They go to school at 6:10 in the morning and they have five 45-minute periods with a 30-minute break.

Again, our mission is to serve Congress and educate the pages at times when Congress allows.

We have got to understand that any time that either the House or the Senate goes in early we have to adjust, and our periods may vacillate anywhere from 15 to 45 minutes. With the group that remains, what we do is recycle and go over the subjects again, but we don't introduce new material because we would get the flak from the other party.

Mr. ALEXANDER. Thank you, very much.

Mr. Hoffman, I apologize for getting here late and not hearing all your testimony. But I think you do, as the chairman has said, play a very important role in this. What we come up with in the future of the page program depends on that.

I understand that you are the principal of the school. You have a faculty of six full-time teachers.

Mr. HOFFMAN. That is correct.

Mr. MYERS. You have part time too?

Mr. HOFFMAN. No part time.

Mr. MYERS. I thought you had counselors that came in on a part-time basis?

Mr. HOFFMAN. No.

Mr. MYERS. The faculty is six and you.

Mr. HOFFMAN. An administrative assistant and myself.

I wear the two hats of principal and counselor.

Mr. MYERS. How were you selected to be principal for the school?

Mr. HOFFMAN. Well, as a result of the Legislative Reorganization Act of 1946, Congress authorized D.C. Public Schools to educate pages of high school ages. So when I heard of the opening I applied, and other principals applied, and then it was kind of an unassembled examination on experience and background, and it was decided ultimately by the board of education, with the recommendation of the superintendent of schools.

Mr. MYERS. We are not trying to put you on trial here or anything, but just to get the background you have. What is your background? Were you a principal before you were selected?

Mr. HOFFMAN. I was a principal for 4 years at a high school, 5 years at a junior high, and 2 years as an assistant principal at a junior high.

Mr. MYERS. You say of your faculty of six all have master's degrees except one?

Mr. HOFFMAN. That is correct.

Mr. MYERS. They are applied by and selected by the District of Columbia school system?

Mr. HOFFMAN. That is right.

Mr. MYERS. Who selected the curriculum you provide for the pages?

Mr. HOFFMAN. We follow the pretty standard curriculum for college preparatory youngsters. For instance, we know as educators what should be taught. In our particular situation we feel we know what is expected of, we will say, the better colleges, and our track record has been very good, incidentally in placing of youngsters in colleges and universities.

But just running the gamut, one teacher teaches calculus, chemistry, physics——

Mr. MYERS. Chemistry?

Mr. HOFFMAN. Yes. To qualify that, it is book chemistry. We are not allowed to—the Library of Congress doesn't allow us to have the laboratories. But the books are precious but the kids aren't expendable. We do have geometry and advanced math, trigonometry and advanced math. All teachers each teach a minimum four subjects, some five.

This is why with our limited number of faculty we are able to afford at least the minimum requirements for—well, you name it and we have put kids there, or they put themselves there.

Mr. MYERS. You and your faculty are employees of the District of Columbia school system and not with Congress?

Mr. HOFFMAN. That is correct.

Mr. MYERS. You are responsible to the District of Columbia and not to anyone in the Congress?

Mr. HOFFMAN. No, we wear several hats. I certainly feel responsible to the Speaker, I feel responsible to Mr. Molloy, I feel responsible to the Secretary for the majority of the Senate, Mr. Liebengood. All of our report cards are sent regularly to the gentlemen just mentioned; in danger of failing notices go to these gentlemen in addition to their sponsors. I am again responsible to a regional superintendent in our school system. I don't feel any more responsible to them than I do Congress.

Mr. MYERS. Are you visited by Representatives and investigators? I don't know the word for the District of Columbia; they come in and monitor and visit your school from the District itself?

Mr. HOFFMAN. Every junior and senior high school in the District is assessed at least one time each year in the spring. A group of educators from other schools are sent out to assess them and we go through a regular assessment. They follow our program and study and they rate us.

Mr. MYERS. You said your school was accredited. Are there different levels of accreditation?

Mr. HOFFMAN. We are accredited by Middle States, and the only levels to my knowledge would be the level of teaching whether it be the elementary, junior and senior high, or college level.

Mr. MYERS. But the school is accredited as high as it can be?

Mr. HOFFMAN. As high as it can be.

Mr. MYERS. Is there any school in the District that is not accredited in the public shool system?

Mr. HOFFMAN. I really wouldn't know because it's pretty much an individual basis.

Mr. MYERS. It is. That is what I wonder, whether the accreditation came because of your school or whether because you were accredited with the District of Columbia.

Mr. HOFFMAN. I would say both. When I first came here they had just been evaluated. Incidentally, it was somewhat related to housing at the time. I got involved then. They had been evaluated in 1964 and then we continued that when we were up for accreditation. The school system has to, naturally, OK it and welcome it. But it is something—I am sure it is for two reasons: One, Congress wanted the school to be accredited; and the school system, too, wanted it.

Mr. MYERS. Do they ever rotate teachers? You have been here for a number of years as principal, you have six faculty members. Could you give us the number of years they have been on the school staff?

Mr. HOFFMAN. I would say in the 13 years I have been here we have had a turnover of at least—well, I guess with the exception of one, there is one who is still here from the original time. Some teachers came here and they didn't like the early hours or they didn't like certain pressures. Another teacher or two came here that the students didn't appear to be too happy with and there were certain pressures applied and they left.

Mr. MYERS. Do any of your faculty have to serve in other schools because of your hours, that they are available in the afternoons?

Mr. HOFFMAN. Not at all.

Mr. MYERS. Do any of them have other jobs that they do in the afternoon?

Mr. HOFFMAN. None.

Mr. MYERS. They are full-time teachers?

Mr. HOFFMAN. I take that back, the language teacher teaches sometimes at night school.

Mr. MYERS. Are the salaries set by the School Board of the District or set by you?

Mr. HOFFMAN. No, it is all——

Mr. MYERS. They are on a scale?

Mr. **Hoffman**. It is a scale by the District, yes.

Mr. **Myers**. I have taken a lot of time. I apologize, but I have been very much interested in the education system we are providing for the pages. It is vital in their education.

Mr. **Hoffman**. I concur.

Mr. **Myers**. My last question. You say you are the counselor. How much time does it require that you counsel these young people? Is discipline a problem to you?

Mr. **Hoffman**. No, these youngsters in the main are self-motivated. It is an excellent teaching atmosphere in that respect. In fact, some are too motivated. They have become frustrated and they fail to realize they are working a good 8-hour workday.

Mr. **Myers**. It is a feeling in Washington to become frustrated. We are all experiencing that occasionally.

Mr. **Hoffman**. I am happy to hear you say that. But they are pretty much self-motivated but they are human beings, they are not always up to studying, not always up to coming to school. But we have to ride them in that case. I figure that 80 percent of my time is in counseling, and it could be on-the-spot counseling.

That is the advantage of having only 101 or so students; you get to know everyone rather personally. They can come at any time for counseling, and my masters is in guidance and counseling, so I come from a large school of 1,500 youngsters and 186 employees, so the administration part is fairly a piece of cake for me, to be very candid about that.

So most of my job and most of my pleasure is in guidance.

Mr. **Myers**. But as I understand what you are saying, it is not in an adversary role. It is more as a friend?

Mr. **Hoffman**. I am responsible for getting these youngsters or helping them get into college, over 200 transcripts.

Mr. **Myers**. It is not generated by a need for discipline. It is more guidance?

Mr. **Hoffman**. More or less, yes, that is correct. On occasion, you know—I will repeat, they are human, but you know I come from the typical inner-city school, its comcomitant problems, and sometimes I miss it and I can't even induce a fight. They want to sue each other. But it is a different experience.

Mr. **Myers**. Thank you. I apologize for taking so much time.

Mr. **Alexander**. Mr. Molloy.

Mr. **Molloy**. Thank you, Mr. Chairman.

Jack, we have worked together in the time I have been here and this is not in defense of you. I don't know whether you would be free to admit it. You mentioned one teacher left because of the pressures applied on them. There are a lot of people you are dealing with as opposed to dealing with just the superintendent of schools.

Mr. **Hoffman**. Correct.

Mr. **Molloy**. Would you have the flexibility to change the curriculum on your own? Could you go back today and say we are going to have more math than we have English or something?

Mr. **Hoffman**. I don't think that they would question what you would want in any way, as long as——

Mr. **Molloy**. Not what I want.

Mr. HOFFMAN. I am saying you—just in answer to your question, I don't think it would be a problem.

Mr. MOLLOY. With the District of Columbia school system?

Mr. HOFFMAN. That is right. It maybe—if it disagees greatly with the acceditation, from that direction, they may challenge it on that basis.

Mr. MOLLOY. Could you substitute a physics class for chemistry?

Mr. HOFFMAN. Any time

Mr. MOLLOY. No problem?

Mr. HOFFMAN. Absolutely.

Mr. MOLLOY. And I am privy to the system and know it, so I will defer to my colleague on this. But from your testimony am I right in assuming that the page system should continue?

Mr. HOFFMAN. Absolutely.

Mr. MOLLOY. How many years have you been on this?

Mr. HOFFMAN. Thirteen years and over 1,300 youngsters.

Mr. MOLLOY. You don't know of any other—I even take this as an alleged situation in light of the publicity in the newspaper, but you don't know of any other incident of that type in this 13 years, do you?

Mr. HOFFMAN. I truly don't. Unequivocally.

Mr. MOLLOY. Thank you.

Thank you, Mr. Chairman.

Mr. ALEXANDER. Mr. Wiggins?

Mr. WIGGINS. Do you participate in the preparation of the budget?

Mr. HOFFMAN. The budget is pretty much determined by the D.C. School System. The allocation is determined by the number of students that you have. They tell you that you are allocated *x* dollars. In other words, our school of 100 youngsters would not get the money for textbooks and so forth that a larger school would get.

There are certain categories of areas, and thereby I determine how that is to be spent in consultation with the faculty; in other words, how much money goes to textbooks, how much for office supplies, how much for classroom equipment, that sort of thing.

Then the budget, we are never involved in money, everything is by voucher. The D.C. schools have to get the approval of the House committee.

Mr. WIGGINS. The budget we are told for the most recent fiscal year is $244,000. Is that correct?

Mr. HOFFMAN. That is in the neighborhood.

Mr. WIGGINS. Is any part of that for rent payable to the Library of Congress?

Mr. HOFFMAN. None to my knowledge.

Mr. WIGGINS. Do you transfer funds to any other governmental agency apart from the District of Columbia?

Mr. HOFFMAN. No, none.

Mr. WIGGINS. What is the salary range of the teachers?

Mr. HOFFMAN. They just received a new rating. I will guess around $14,000 up to around $20,000.

Mr. WIGGINS. $14,000 to $20,000. Is that a comparable range for teachers in the District of Columbia?

Mr. HOFFMAN. It is the same.

Mr. **WIGGINS**. Are you paid comparable to other principals in the District of Columbia?

Mr. **HOFFMAN**. I am paid less to one extent in that they have four levels in the District of Columbia and the administrators are paid, in these four different categories, according to their enrollment.

My enrollment is less than anybody's, so I am on the bottom of that scale.

Mr. **WIGGINS**. Is the curriculum for pages any different than the curriculum offered to students in the District of Columbia at the comparable grade level?

Mr. **HOFFMAN**. Well, theirs would be more of a variety. Mine are subjects such as art and music, that sort of thing, but not from the standpoint of what you have to have in order to be eligible for college; in other words, the minimum of 4 years of English, we offer French and Spanish, we offer 5 years of mathematics, we offer U.S. history and government, which are musts in any school in the country.

Modern European history is no longer offered, nor is ancient and medieval history, because it is a ninth grade course.

Mr. **WIGGINS**. Is that curriculum somewhat under your control?

Mr. **HOFFMAN**. It is, but it would be difficult for me to deviate too much and still be able to get these youngsters into the better colleges.

In other words, the subjects we offer we have found through practice are the subjects that best afford them the opportunity to go to any of the academies or anything.

Mr. **WIGGINS**. I am not thinking of downgrading it. I suspect you have a unique universe of students that are probably a cut above the run of the mill in any school district and that they might be able to handle more advanced curriculum than the routine curriculum for most of the students.

Mr. **HOFFMAN**. We have about six requests a year for advanced placement, which we are not in a position to offer, of course.

There are those, I would agree with you, that would be ready for it, ready for more enriched exposure, but in the main we have to pigeonhole our group in. When we say we offer subjects, there is a qualification in that where my former school or anyone's normal school—I mean large when I say normal—physics may be taught three or four times, but here they get it only once, and there is a possibility of a conflict.

Mr. **WIGGINS**. The bottom line question I have is this, and it was touched upon briefly in your direct testimony. It has been suggested that the quality of education offered to our pages can be enhanced if we narrow the age group we are serving. It has been suggested that perphaps it might be an improvement if we offered an education to only juniors and accordingly would hire only junior age students.

That has some superficial appeal to me, and it would seem to me, not as an educator but as a noneducator, that if you could focus on junior level instruction, you would become more proficient in it than if you had to range all the way from freshman through senior year.

I would like you to comment on that as an educator.

Mr. HOFFMAN. It sounds exciting to be allowed more flexibility. This is ideal for any administrator, again assuming that they get the necessary subjects first.

Mr. WIGGINS. Let me set the predicate. Assume you had only junior-level students. That is all. Under that kind of a scenario, could you provide a better education for them?

Mr. HOFFMAN. Yes.

Mr. WIGGINS. Why?

Mr. HOFFMAN. Because you could allow for more enriching courses, allow for more courses which they could take of their own choosing, not the courses only that they are molded into and must take. They would have an opportunity for some electives.

Mr. WIGGINS. That wouldn't increase the hours of the day, of course.

Mr. HOFFMAN. No. All of our teachers teach five periods. They go the limit now. It may afford even them an opportunity for a free period by involving another teacher, but you see the basic courses for a junior normally would be perhaps second year or third year language and U.S. history and perhaps chemistry or physics, maybe intermediate algebra, or possibly geometry, maybe for the most precocious trigonometry or advanced math.

Other than these courses, that would leave some more opportunities for enrichment courses.

Mr. WIGGINS. What are the foreign language options offered?

Mr. HOFFMAN. French and Spanish.

Mr. WIGGINS. I have no further questions.

Mr. JANKOWSKY. Mr. Hoffman, to follow up Mr. Wiggins' question, if you had to pick one of the grades junior or senior which would it be?

Mr. HOFFMAN. Well, I think that the youngsters at both ages from my experience have proven to be capable to cope. The senior year would be more glamorous, and it is quite meaningful to seniors. They seem to be impressed by graduating from CPS.

It really wouldn't be too material, in my opinion. They are both at an advantageous age. The 16-year-old might be a little more enthused at that age and therefore throw a little more into the efforts around that age.

I just think 16 is a good age. So, I am going to say junior, but I have no objection to seniors at all.

Mr. JANKOWSKY. Would the course structure be easier for juniors and seniors, or would it matter?

Mr. HOFFMAN. Well, there would just have to be some change. It would be easier because you would be allowing perhaps more subjects to be taught if you stayed——

Mr. JANKOWSKY. As between junior or senior, is there any difference, if you had to select 1 year between the two?

Mr. HOFFMAN. Not particularly. Excuse me, I am going to qualify that. I think that at the junior level they would not have had that much background up to that point, so we would be offering more subjects that they possibly had not than if they came in the senior year. Sometimes that is a problem.

Mr. JANKOWSKY. You went over this a little in your statement, and I think Mr. Myers did. What do you depend on the D.C. system for?

Mr. **Hoffman**. Well, teachers, auxiliary services. If we happen to have a youngster who had a speech impediment or hearing impediment we could get services for that person, in-service training.

Mr. **Molloy**. Would you yield for a moment?

Have you had any examples of that where you had to get that help?

Mr. **Hoffman**. One. I would say about 6 years ago, Jim, a teacher did come out regularly for a youngster who had a hearing defect.

Mr. **Molloy**. Thank you.

Mr. **Jankowsky**. All right.

Mr. **Hoffman**. We are responsible, as I say, for any special training that comes up that we are involved in and workshops and nothing directly—oh, no, also we are under what you call the competency based curriculum, and it is a vocabulary in itself.

We have regional supervisors who come out and instruct the teachers or observe the teachers and help them. They also, of course, have recourse to due process. In other words, I couldn't fire a teacher. They can go all the way to the Board of Education. I think that is very important. The students have that right, also.

Mr. **Jankowsky**. Do you rely on them for books and so on?

Mr. **Hoffman**. Yes.

Mr. **Jankowsky**. Congress paid $244,000 for that last year?

Mr. **Hoffman**. Yes. We are considering in addition to what we are talking about the implementation of the classroom instruction and teacher salaries, and this is for their retirement, too, of course, and anything that would come up with in-grade raises and that sort of thing as part of salaries.

Mr. **Jankowsky**. Based on your long experience, would you recommend converting the page school to a private school outside the D.C. School System?

Mr. **Hoffman**. I am selfish—not unless I could go along with it, of course—but I don't think so. That becomes a very personal thing; in other words, whom were we considering; in other words, if it is an outstanding group of people, if they are reputable.

I mean, just to say a private school, that doesn't move me. I think being part of the school system, there are these extra things, such as the due process and audiovisual. That is another thing. We can go downtown and get the audiovisual stuff which you probably wouldn't get in a private school.

I have been on several evaluation teams myself representing Middle States for private schools, and there are some of those private schools that do a better job than we do.

There are some of those private schools that don't. The teachers are in jobs that are tenuous, their curriculum is different. We are given a lot of leeway here even though we are a D.C. public school. I have never really been turned down yet on requests that appear to be feasible and educationally sound.

Mr. **Jankowsky**. But the teachers come from the D.C. School System?

Mr. **Hoffman**. That is correct.

Mr. **Jankowsky**. You don't hire them on your own?

Mr. **Hoffman**. No.

Mr. Jankowsky. If the Page School were a private school unto itself, and you had the ability to hire your own teachers, do you think that would be a better system?

Mr. Hoffman. Well, I would like it.

Mr. Jankowsky. Do you think the quality of the teachers would improve?

Mr. Hoffman. It could in some cases. We are dealing with the schoolteachers per se, and I don't think that we could be better qualified. I am not saying we couldn't get better teachers than we have got now, but in dire situations I don't know how much we can expect.

Three of our teachers border doctorates, and that is pretty good. The one man who is working on his master's is a young teacher, and he is the one that teaches the physics, the chemistry, calculus and so on. So, he is a very bright man.

Mr. Jankowsky. Do you request teachers, do they just send them to you, how does it work?

Mr. Hoffman. When there is an opening, it goes to the superintendent's office and they post it. There was a time I had a hand in the selection, but that no longer exists.

Mr. Jankowsky. You don't have a veto?

Mr. Hoffman. Not at all. No, I am one of the enlisted men when it comes to that.

I am entitled to some input as to the hours. Usually they send the teacher out as a courtesy to meet with me, but I don't make the final decision at all.

Mr. Jankowsky. Thank you.

Mr. Wiggins. Would you yield?

Is there an accepted number in the District of Columbia school system representing the per pupil cost of educating the child?

Mr. Hoffman. There is, and I don't recall it. As of the moment, I don't know what it is.

Mr. Molloy. Would you get that for the record?

Mr. Hoffman. Sure.

[The information follows:]

MEMORANDUM

To: Commission Members.

Re Comparative Summary of Latest Per-Pupil Expenditures.

(I) 1979–80 Selected cities (Bureau of the Census):	
Boston, Mass	4,111
Milwaukee, Wis	3,940
New York, N.Y	3,485
Washington, D.C	3,096
Philadelphia, Pa	2,920
Cleveland, Ohio	2,830
St. Louis, Mo	2,706
Chicago, Ill	2,687
San Francisco, Calif	2,615
Detroit, Mich	2,420
Average of the 50 States and District of Columbia	2,095
Average of the 20 largest cities	2,691
(II) 1979–80 Selected States (Bureau of the Census): [1]	
Alaska	5,359
New York	3,131
Wyoming	3,110
District of Columbia	2,879

Oregon	2,828
Montana	2,658
New Jersey	2,603
Massachusetts	2,564
Washington	2,555
Iowa	2,467
Average of the United States	2,232
(III) 1979-80 Per-page cost of page school: (Office of the Clerk, Finance)	1,935

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[1] Figures are lower than those in I due to the exclusion of expenditures for interest on debt.

Mr. MYERS. If you would yield, it was at one time the highest in the nation.

Mr. JANKOWSKY. The page school?

Mr. MYERS. No, the District of Columbia system. They spent more per capita. Several years ago it was. I don't know what it is now. When I was in the District of Columbia Subcommittee on Appropriations, it was the highest in the nation years ago.

Mr. WIGGINS. If we have expertise on the Hill that could give us some of that information, we should try to get that.

Mr. MYERS. The Library of Congress knows all about that.

Mr. HOFFMAN. I can find that out tomorrow.

Mr. WIGGINS. I can get the per pupil cost for the District of Columbia expenditure for the Capitol Page School. That is a simple process. I would like to know how it compares with other students in the District of Columbia and how that happens to compare with school districts generally.

Mr. MYERS. If you would yield?

You stated that the only teacher that doesn't have a master's is a younger teacher. Isn't there a requirement in the District that the teachers obtain a master's so many years after starting to teach?

Mr. HOFFMAN. I don't believe that is in existence right now, but it is the idea of motivation. You get more money for having a master's. In fact, there was a time when you couldn't teach at the high school level without a master's, but I don't think that that is true any longer.

This type of teacher could go out—he is also versed in computers—and he could make more money than I make. He is many, many years younger, especially in his field of mathematics and science. I think that is why they may have changed some of these things.

Mr. MYERS [continuing]. If I may. You mentioned a 30-minute break. What happens during that time in the school day?

Mr. HOFFMAN. We allude to it as the breakfast break, where the youngsters go down to the Library of Congress, the main cafeteria, and they get hopefully a hot breakfast.

Mr. MYERS. They are on their own to eat breakfast or they could study or whatever?

Mr. HOFFMAN. That is right.

Mr. MYERS. One other question. This is the District of Columbia school system, part of it. What keeps the District from sending other students in on you that are not pages? How can you turn them down if they live in the area?

Mr. HOFFMAN. Well, they recognize that it is a special school for congressional pages and——

Mr. MYERS. Do you have any students who are not pages?

Mr. Hoffman. We have a few who are interns, but according to the law, they are eligible. They work on the Hill, they are on the payroll.

Mr. Myers. We have interns under 18 years of age?

Mr. Hoffman. They allude to them as, say, office workers, then.

Mr. Myers. Office workers under 18?

Mr. Hoffman. Absolutely. We have three from one member of Montana. We have a short-term appointment. We put them under supervised study. We don't make an effort to interrupt their school or education.

Mr. Myers. How often does this happen? You have always a number of them, and what would be the number that you have to have each semester or do have who are not pages?

Mr. Hoffman. I would say roughly 45 or 50.

Mr. Myers. Forty-five that are not pages?

Mr. Hoffman. Yes, as 1-month appointees. We put them in a room, we have an agreement with their home school where they send their tests or exams, I monitor and send their tests back, but they do not get a grade from our school.

Mr. Myers. You just monitor homework assigned by their school? How does that work out?

Mr. Hoffman. Not too well. First, sometimes the assignments are long in coming from their home school, and yet we make them come in at the same time and stay the same amount of time, and in a way it makes it very difficult on them.

Mr. Myers. What do they do? Go to class?

Mr. Hoffman. No, they sit there and bring their work and——

Mr. Myers. Do you have a study hall where they can go in if they don't have a class?

Mr. Hoffman. Yes, we do.

Mr. Myers. And there is a supervisor there?

Mr. Hoffman. There should be, but there isn't. I am the one, and I stick my head in every so often. It is a service we are trying to render.

Mr. Myers. You are averaging 45 that are not pages?

Mr. Hoffman. That is correct.

Mr. Wiggins. Can I ask further questions?

Mr. Myers. That rings my bell. I am concerned about this a little bit. It is a whole new thing.

Mr. Wiggins. As far as the residents of the city of Washington, do you have any?

Mr. Hoffman. No.

Mr. Wiggins. What obligation do you have to provide an education for visitors?

Mr. Hoffman. None.

Mr. Myers. I thought you were statutory.

Mr. Wiggins. Why do you do it?

Mr. Hoffman. I believe the law states—I don't have it now, but you can read where it states—that if a youngster is on a congressional payroll, if they are working in the office of a Member of Congress and they are of high school age, they are eligible for our school. This is not my rule. This is something I accede to.

Mr. Myers. That is our responsibility to check it.

Mr. Wiggins. Perhaps it is, but let me determine how widespread this is.

Your understanding of the law is that if we are talking about an employee of a Member of Congress who is of high school age, you have an obligation to provide a high school education?

Mr. Hoffman. That is correct.

Mr. Wiggins. And if there are 40 people on average that fall into that——

Mr. Hoffman. Forty a year. I can tell you one Senator who has three a month.

Mr. Wiggins. He brings high school kids back here?

Mr. Hoffman. I would rather not say. Certainly Mr. Molloy knows.

Mr. Wiggins. I don't know why.

Mr. Molloy. Would you yield for a second? There is—and I am not sure, but I will get it for the record—in the Reorganization Act of 1970, it says just as you have stated: that if a Member employs someone and they are still of high school age, not exceeding 18, then they can opt to go to the page school.

Mr. Wiggins. I think you are probably right.

Mr. Molloy. I have seen it. I was there.

Mr. Myers. You were here in 1972.

Mr. Wiggins. Can we employ a 10-year-old?

Mr. Molloy. Yes.

Mr. Wiggins. Five-year-old?

Mr. Molloy. Five, three, one. We have had that situation. The House had a 9 year old—no, maybe it wasn't.

Mr. Myers. Is that the total number or at any one time?

Mr. Hoffman. No, during the year, a composite.

Mr. Myers. What would be the average at one time?

Mr. Hoffman. Three to five a month. If you are going to ask me directly who the Senator is——

Mr. Myers. Not at this point.

Mr. Wiggins. Is it a great secret?

Mr. Hoffman. All right, Senator Thurmond has three a month.

Mr. Jankowsky. He brings up three a month?

Mr. Wiggins. A high school intern program on his own payroll?

Mr. Jankowsky. Yes. The provision concerning facilities provided for the education of congressional and Supreme Court pages, " * * * shall be available from and after 1947 for the education of such other minors who are congressional employees as may be certified by the Secretary of the Senate or Clerk of the House."

Mr. Molloy. That was restated in the Reorganization Act of 1970. The same thing.

Mr. Jankowsky. This is current.

Mr. Wiggins. Is there any limitation—you would know this, Jim—of the utilization of payroll by a Member of Congress for hiring high school kids?

Mr. Molloy. None whatsoever, no. You are allowed to hire if they are a citizen of the United States. We had a case that came up where there was a teenager, when I was in the Finance Office, who went down as low as 13 or 14 years old. They had hired a gifted student as an intern.

You would concede a Congressman could do that. It is not widespread. I have been here 13 years, and I know of one case. It was about 9 years ago. What you alluded to——

Mr. WIGGINS. I presume if he is an intern, we could hire a bricklayer, if you admit the principle that you can hire a child. I don't think it makes any difference how much you can make him sweat.

Mr. MYERS. Who would hire the bricklayer? What do you mean by that?

Mr. WIGGINS. Apparently there is no inhibition against a member of Congress employing a child, an infant in his office.

Mr. MYERS. I think there is.

Mr. MOLLOY. I don't know.

Mr. MYERS. As an employee of the House, they would have to be at least at the age of 16. I am sure of that. There was a man who went through the Personnel Committee and wanted to work for the staff of the Congress, and we had to turn him down because he wasn't 16.

Mr. MOLLOY. I beg to disagree. I think those are rules of the Personnel Committee. We have rules internally in the office—you have to be 21 to be a doorman. When I came on board, there was a big influx of moving people in, and we set an arbitrary rule. That may be a personnel rule.

Mr. MYERS. There is not a statute or regulatory rule, but there is a provision that they have to be 16 to be on the staff of the House.

Mr. MOLLOY. No. As I say, the case that I quoted here—and it goes back—was in the area of 14 or younger.

Mr. MYERS. I will go back and find out why I was turned down, then.

Mr. JANKOWSKY. We might ask staff to give us that.

Mr. MOLLOY. I think the House is exempt from a lot of these.

Mr. MYERS. We exempt ourselves from a great many.

Mr. WIGGINS. I would hope so, because we have a wage and hour office that is concerned about child labor.

Mr. MYERS. We are exempt from that, but I thought that we regulated it to 16 to 18.

Mr. WIGGINS. I would have no conceptual objection to a Member of Congress deciding there was a great opportunity in the Capitol for young people to come in on a rotational basis.

I can understand the promotion of such a program. Whether they ought to be paid and whether the taxpayers of the District or the people of the United States should be providing an educaton for these visitors—and that is all they are—is not a clear question to me.

You don't have an obligation to provide education for families who bring their children back during the school year for an enriching experience here in the Capitol. You don't have to assume that burden on them. They have a school district of their own which they support and to which should send their children.

Mr. MOLLOY. If you would yield, not in defense of Mr. Hoffman, but these are problems he encounters.

Mr. MYERS. We are not criticizing him.

Mr. MOLLOY. There are various programs around similar to that.

Mr. Myers. Have you had any students who have been children of Members of Congress who haven't qualified as employees or pages?

Mr. Hoffman. I don't recall any.

Mr. Jankowsky. Does the $244,000 Congress pays the D.C. school system include this program of students that do work from the sending school?

Mr. Hoffman. Yes, we attempt to afford three areas: one is formal classroom, independent study, and supervised study.

Mr. Jankowsky. That is included in that money?

Mr. Hoffman. Yes, surely.

Mr. Myers. You gave an opinion a moment ago, possibly your personal opinion that that particular program of money toward study that you were monitoring provided by the home school, was not safe.

Is that just a personal opinion or have you had communications from the school sending these students here that they were not satisfied with the work?

Mr. Hoffman. No, we have not, but my own personal opinion is that I think it is not necessarily normal for a youngster to be gung ho and study all of the time unless he is supervised. We afford them the location, and they get the work, but I can only pop in because I don't have anybody free. So it is a misnomer when I say supervised study program.

Mr. Myers. There is the Oxford plan we are all familiar with for college students, and there is an ALPS program where students contract for a particular grade and fulfill their contract and get their grade.

Mr. Hoffman. We have that. That is where there is a conflict, where they need intermediate algebra and Spanish and they can't get it both, we will put them on independent study with the teacher, but they get direction.

Mr. Myers. Does ALPS work safely with the students?

Mr. Hoffman. It is not as good as formal classroom, but it works.

Mr. Myers. Thank you.

Mr. Jankowsky. If the Page School were to be taken out of the D.C. school system, do you envision any problem with the school being accredited?

Mr. Hoffman. Well, I would say not, and I am sure that Mr. Molloy and other powers that be, they are knowledgeable enough to see that it would be accredited. It is esoteric of how you become accredited. It is a process familiar to all.

Mr. Jankowsky. Thank you.

Mr. Alexander. Thank you very much, Mr. Hoffman. We appreciate your appearance. I would like to come over and look at your facilities.

Mr. Hoffman. Please do. As I mentioned, we have had many Members of Congress who do come over and speak to the youngsters, and we really appreciate it.

Mr. Alexander. Thank you.

Mr. Myers. What do you do when we are in recess? What hours do you have for your classes?

Mr. Hoffman. We carry on with the same hours.

Mr. Myers. 6:10 to 9:30?

Mr. **Hoffman**. Right. We have 20 youngsters who live in the greater metropolitan area, and they continue going to school.

Mr. **Myers**. But you don't lengthen the hours of the study period or whatever?

Mr. **Hoffman**. No, we don't.

Mr. **Myers**. Thank you.

Mr. **Hoffman**. But we do afford extra time for any kind of tutoring or extra work. Teachers will stay on longer if the youngsters want to get some extra help.

Mr. **Myers**. Thank you.

Mr. **Alexander**. Thank you very much.

Our next witness is Dr. Alex Gottesman, who is the former superintendent of schools, the American Community of Athens, with a number of experiences which will contribute to our information today.

Welcome, Doctor, would you please come to the table?

STATEMENT OF ALEX GOTTESMAN, FORMER SUPERINTENDENT OF SCHOOLS, THE AMERICAN COMMUNITY OF ATHENS; FORMER PRINCIPAL IN MONTGOMERY COUNTY, MD., PUBLIC SCHOOLS; FORMER PROFESSOR OF EDUCATION, THE AMERICAN UNIVERSITY, WASHINGTON, D.C.

Mr. **Gottesman**. Thank you very much.

I am pleased to be of service to your Commission on Pages. I only learned of this assignment less than 24 hours ago, so I haven't had an opportunity to provide a great deal of study to this. I have some opinions, some recommendations you might want to consider, and I will be pleased to lay those out, or we can start with your questions.

Mr. **Alexander**. We would be pleased to hear what you have to offer in the way of information, and then we will ask you some questions.

Mr. **Gottesman**. All right, sir.

I was pleased to hear the testimony of Mr. Hoffman, and I understand you are considering limiting it to a 1-year program, which I believe is rather ideal. My recommendation would certainly be for the junior year for a couple of reasons.

I don't have a great objection to saying high school graduates, but that creates another problem and another set of concerns, but let me speak first to the one about the junior year. I believe it would be a tremendous advantage to the page program in several ways.

One, if you continue with the page school as constituted, as Mr. Hoffman testified, it would be easier to offer the program to the youngsters.

In addition to that, it means that you can broaden the program for the 11th graders. If you were to discontinue the Page School as now constituted and consider an alternate program, then a great deal of opportunities open up, too.

The opportunities I have in mind are the American study program in Washington, D.C., which would mean that by serving the legislative branch and living in Washington for approximately a year, the students would gain a great deal of good education, sound education.

Part of it I would recommend that you consider, and let me preface my next remark by suggesting that you might want to conduct a study to find out more about the feasibility of these because I certainly wouldn't be able to lay out all of the aspects of it.

I would believe that with an American studies program, such as one where they would have a brief introduction to the Capitol, to the House and Senate, similar to the one that you are now, I believe, provide for interns, which would last for about 2 weeks, followed by their assignment as a page with seminars conducted by Congressmen, by the Congressional Research Service, which, to my understanding, has top-notch personnel available to them, and if I understand correctly, some of them now provide seminars for the college interns—I would think they could do the same for the high school students—you could formalize it to the extent that you would wish; that is, the seminars could be held weekly or monthly, as often as you wanted to, with assessments required, certain assignments might be required.

The American studies component of it would be—first of all, they would certainly learn an awful lot about Government and their Nation's history and operation, but some of the English requirements and reports they would have to prepare would be based on some of the seminars they would attend.

Another part of many American studies programs is the cultural aspect, and we are fortunate in the Nation's Capital to have available countless museums and sports events, so forth. So, I would urge that if you were to look at an alternative program, this would be one of them.

Now, what would happen then if you did something like this vis-a-vis the college requirements or the Carnegie units required by the sending State? Gentlemen, most States require somewhere between 16 and 20 units to graduate from high school.

Colleges, while they may say that they have a normal requirement of 4 years of English, 2 years of math, 2 years of science, and some cases foreign language, in many cases not, and 3 years of social sciences, if the student meets certain requirements or has an appeal to that institution, he is going to be or she will be accepted rather quickly without necessarily meeting all the requirements of the State.

Regardless of that, there is no reason why the students who would be selected as pages for the House and Senate would not be able to complete approximately anywhere from half to two-thirds the requirements before they come as a junior.

If you ran American studies programs with or without independent study as an alternative, the students would then be able to return as seniors and pick up the rest of the requirements for graduation without any trouble at all.

I am convinced that this would occur. I think some of the advantages are, that first of all, it ought to be a privilege to be a page. It ought to be a prestige for the school that sends the page.

If I were back in a school as a principal, I would be proud to have any of my students who received that honor to be here.

I think if it were a junior year, one of the other advantages is that when the youngsters return from their experience as a page, they now can be a source of information, a resource person for their school and for their community, and if they are ultimately going to become Members of Congress or other political aspirations, certainly, the experience of speaking to groups, beginning with their own classmates and perhaps in community organizations ought to be a tremendous benefit to them.

Let me stop there, and then let you ask questions about any others.

Mr. JANKOWSKY. Thank you very much. Mr. Myers.

Mr. MYERS. Doctor, I guess you have taught and worked in school systems throughout the country, throughout the world for that matter. Do you know from experience that the American program that you are advocating, the studies program, will work? Is it used in the military schools, or somewhat similar to what we have here with our education of the pages?

Mr. GOTTESMAN. As you now have your program, it is very similar to, say, students who go abroad, because in most cases the students who are in overseas schools are following American curriculums, and in some schools they have everything that the U.S. schools have, if not more. That is, the one that I operated in Greece had every program that was available in the United States plus five foreign languages.

Mr. MYERS. It wasn't exactly an option, though, was it? You were not held back for want of money in these schools overseas?

Mr. GOTTESMAN. They paid tuition.

Mr. MYERS. The money wasn't really——

Mr. GOTTESMAN. No, sir.

Mr. MYERS. What it is with our American school system, as you know so well, even our page school does become an issue.

Mr. GOTTESMAN. Yes.

Mr. MYERS. We are quite concerned about the issue before us for our pages, but also a very important element is the quality of education, that we are or are not providing. Just how familiar are you with the Page School that we presently have?

Mr. GOTTESMAN. I only know a little bit about the number, 100 students or so, the hours and the idea that it is 45-minute classes, and pretty much what Mr. Hoffman——

Mr. MYERS. What we know.

Mr. GOTTESMAN. Yes; I do not know about the quality of the school system. However, I think that when a school system is privileged to have exceptional students, and, in my opinion, the pages would be a cut above most students across the country, there ought to be ways of increasing the opportunities for them.

Mr. MYERS. As I understand the American studies program, it is similar to the question I asked him about what I call ALPS, a program developed in my district in Indiana, to my knowledge, and schools adopted it. American studies contract for a grade while you do ALPS, but at least it is supervised study, really. The person is up to the rate that they want to study and how hard they want to work.

Mr. GOTTESMAN. Yes, sir.

Mr. **Myers**. There is more freedom in the program. It seems that they might let the young people come here because by our rules we only take the outstanding students, not because we are trying to keep the ones that aren't out, but because of the workload here, you have to be a strong student or you couldn't keep up.

Mr. **Gottesman**. Right.

Mr. **Myers**. It is necessary to get the job done. They have to be able to spend only a short time in school and don't have the extra time that maybe a student making lower grades would have to spend more time. But it seems like possibly that kind of program would fit.

We appreciate your testimony. I have to go vote now. Thank you.

Mr. **Jankowsky**. Mr. Molloy.

Mr. **Molloy**. Doctor, I myself would like to express the gratitude for you making yourself available, allowing us to tap in on your expertise and your extensive experience as superintendent, principal, and college professor, and we thank you for that.

You weren't privy to it, but let me ask you a question. One of the things that comes up here is, we have these students at 6 a.m. There would be a possibility, if this system continued to turn it around the other way, to have the students at 6 p.m. As an experienced educator, do you find any value in greeting a student at 6 a.m. as opposed to getting him at 6 p.m.? Do you follow me? You get him at night instead of the start of the day.

Mr. **Gottesman**. Yes, sir, in most cases for the average, and many above average students, the earlier teachers start with them the better it is for the teachers and it is easier for the students because they are alert. After a day of work it is a little harder for students, and even for exceptional students it would be harder.

Mr. **Molloy**. Is 6 a.m. an unreasonable hour, though, for a growing child of 17 years?

Mr. **Gottesman**. When you talk about 16 and 17, probably not, because we have had people who have done that in the past. We have had youngsters who have worked in the daytime and gone to school at night. That has happened throughout the history of the United States, and in a corollary we have a work experience program in our public schools now, where the student attends school for half a day for his academic and other programs, and is out on the job for the rest of the day.

In some cases he works in the morning and attends classes in the afternoon, but the vast majority attend classes in the morning and work in the afternoons and early evening. So, if you have a choice, it would be my recommendation that you continue with the morning program, but, Mr. Molloy, I don't even know whether it is required that it be 3 hours or 3½ hours every morning.

I would say that there are so many other things that could be done, so many other requirements that can be brought to bear on the education of these youngsters that you wouldn't have to require 3½ hours every morning.

Mr. **Molloy**. Am I right now in assuming what you say? One of our obligations here is to prepare and get someone ready to go into college, obviously.

Mr. **Gottesman**. Yes.

Mr. MOLLOY. I have been led to believe, maybe I am wrong, that you have to have a structured program. That is what we are discussing right now.

Mr. GOTTESMAN. Absolutely.

Mr. MOLLOY. Because of the uniqueness of this area, and the Congress itself, we could probably add something to it that would be accepted by colleges, first-class colleges, mainline colleges, in lieu of a structured program, so many units of English, history, and math.

Mr. GOTTESMAN. Yes. When I said that the youngsters who get into some of the better colleges are those who have some qualities that the university is looking for, not necessarily all of the academic subjects that prepare for college, although that is the basis, and he may not be the A student, but he has something else, just as schools are looking for at least, for musicians, they also would look for former pages.

I would think that that would be something that would be a must at that university.

Mr. MOLLOY. And we wouldn't be shortchanging somebody. I am just rehashing the same thing but I want to get it clear.

Mr. GOTTESMAN. I believe not, because I think that if you had an American studies type program, where most sending schools—this would be from the Members of Congress districts—the sending school would agree to count somewhere around three units for their experience in Washington, which is very minimal for the kinds of things that they would get here, if you added to that some independent study, because all school systems require so many electives over and above the required courses, there are anywhere from four to eight electives for a student to complete high school, if you permitted some independent study as well, then you could have equal to or in excess of the number of credits he would earn if he were at home.

Mr. MOLLOY. I understand.

Mr. GOTTESMAN. In addition to that, the students that you would accept as pages would undoubtedly have the ability to finish by the time they were sophomores more than half of the requirements for graduation. If you then have them come to Washington where they pick up anywhere from three to eight, and even as low as three, they can do it.

When they go back as seniors they can complete the requiremnts for graduation, and for entering in most universities. Most high schools require about 4 years of English, somewhere around 3 years of social studies. The math and science is up in the air. The better districts now are saying 2 and 2.

For a long time they were saying 3, divided either 2 and 1. Now they are saying 2 and 2, and some physical education. Foreign language is usually not a requirement, Mr. Molloy.

Mr. MOLLOY. They have changed.

Mr. GOTTESMAN. So that permits them to meet the State requirements. If they are going to a State school, any certified school in a State must——

Mr. MOLLOY. So our testimony back and forth then, we would just add to that?

Mr. GOTTESMAN. Absolutely.

Mr. MOLLOY. We would do nothing but add to it?

Mr. GOTTESMAN. Absolutely.

Mr. MOLLOY. In a conversation you used the term 1 year. You're talking about 1 school year now, right?

Mr. GOTTESMAN. Right.

Mr. MOLLOY. Just for the sake of the record, what if that term was shortened to one school semester, say from September to January, January to June?

Mr. GOTTESMAN. With the only exception that it might be a little more difficult for your coordinators of the page program; that is, you have to retrain these young people every semester. It would work fine. It would be no problem. Some school districts still have half-year promotion. It depends where they are.

Most systems are on a full year, but they could handle that. It might be a little harder for the student to go back into a class, but again we are talking about bright youngsters, and if you did this on a semester basis, then by all means you would have to supplement it with independent study in the subjects that he would be taking when he returns, or that he took before he came.

Let's say if we are talking about the junior year, what he started taking in the junior year would have to be supplemented here through independent study or other program similar to that so that he could continue.

Mr. MOLLOY. Thank you, Doctor. I appreciate it.

Mr. JANKOWSKY. Mr. Wiggins.

Mr. WIGGINS. Can you suggest any established mechanism for selection other than the patronage system, setting that to one side? You have got to have 100 kids. I think that the disposition of the House would be such that they would want to hire them on a geographically spread basis rather than from the District of Columbia, and the question is, How are they selected? Do you have any thought?

Mr. GOTTESMAN. Some things that you might want to consider, Mr. Wiggins, are, first of all, as I alluded to previously, that you would limit it to those students who have completed a minimum of 50 percent of the requirements by the end of the sophomore year. Again, if we are talking about the junior year, and you might up those requirements and say that they have to have a minimum of 12 units toward graduation before you would accept them, and that would again be in the junior year.

Now, how difficult is that for them to do? Not much, because our schools have six to seven periods, and most students who want to get six credits toward high school diploma in 1 year can do it, and in many cases they get seven, if they care to do it. That is one criterion you might want to look at.

Another would involve the public shools to some extent by having school systems recommend people for congressional review; that is, school districts would say we have 5 or 10 young people who are interested in becoming pages, and they receive the highest recommendation of their school principals and counselors.

Mr. WIGGINS. As a practical matter, the number to be selected is so small that it almost lends itself to some sort of automatic irrational system like the current patronage system. For example, if there were two kids to be selected from California, to set any kind of a merit system in place for the selection of two kids is hardly worth a candle.

To have it reasonable and fair, you would have an apparatus that would overwhelm the result, and yet those are the kind of numbers we are talking about. Maybe California would get two or three for the whole class.

Maybe some sort of an arbitrary system is necessary, and I was just hoping that maybe you had crossed this bridge at some time in the past and could suggest some way of doing it, other than to go to the majority party in the Congress and say you get three-quarters of the appointments, come up on any basis you want with your recommendation. That doesn't strike me as being too fair, and there is an interesting little letter in the record about that by one of the pages.

Do you have any thoughts on what to do about it?

Mr. GOTTESMAN. I do not, Mr. Wiggins, I am sorry.

Mr. WIGGINS. The only other comment I have is the whole idea of an American studies program is to afford to young people who are receptive to such an experience the opportunity for an enriching experience here in the Nation's Capital.

Mr. GOTTESMAN. Absolutely.

Mr. WIGGINS. It is hardly unique. It happens all the time in a variety of other settings. Kids go to Europe. Kids spend a summer in a kibbutz. They do lots of things. But they very seldom do it during their high school career. You set aside that part of your learning life for after high school normally.

It frequently falls in that gap between high school and college is when you go about broadening and enriching your experience. Very few of the programs of which I am aware involve carving into the high school normal program, and yet that is what we are talking about here.

Mr. GOTTESMAN. Right, with perhaps the exception of work experience programs.

Mr. WIGGINS. Yes, but that is pretty much an at-home environment.

Mr. GOTTESMAN. Right, in one's own community, that is right. You are right. That is one of the other considerations, that you look at a recent high school graduate who perhaps has already been accepted into a university, and he uses this year or semester as a page as partial credit for the university of his choice, and that that university has indicated willingness to accept so many credits for that.

I am sure that some fine universities around our Nation as well as those right here would be more than willing to set up such a program.

Mr. WIGGINS. Not most but many of the universities have such programs in place right now.

Mr. GOTTESMAN. Right, and that was my——

Mr. WIGGINS. And it is a far superior program to anything we could offer a page?

Mr. GOTTESMAN. That is right.

Mr. WIGGINS. Because they bring uniquely competent kids—young men and women to the Capitol. They are not paid, typically, at least by the Member, but they are afforded the opportunity to work meaningfully, productively in a Member's office, and they are just given that opportunity to be there.

Mr. GOTTESMAN. Right.

Mr. WIGGINS. And they often do extraordinary work—they don't waste their time, at least they never have in my office—by doing the kind of necessary menial tasks that must be done.

Mr. GOTTESMAN. Absolutely, as a messenger.

Mr. WIGGINS. The work to be done interferes with the education, or maybe it is the other way around. It's a question of what is the head of this monster, whether the education or the work is the primary responsibility.

Mr. GOTTESMAN. Mr. Wiggins, a number of years ago, 100 years ago when I was first a principal, I was very concerned about any parents who took children out of my school, and I would let them know that they can't learn if they are not in school.

Well, I have come a long ways around as I went up through levels of principalship and assistant superintendent, and so forth. I believe that some of the experiences that parents provide their youngsters today far exceed what we can do at public schools, in many cases. A trip to the Nation's Capital, even though they take them out of school, seems to me an extremely valuable experience for that youngster, and there is nothing wrong with the school requiring the youngster to do something about it, write a report, prepare a presentation for his class, so that there is a double payoff on it.

And it seems to me the same thing could be said about a year's experience in Washington as a page. That is an education in itself. If you add to it some coordinated program for them to take advantage of the Nation's Capitol, the cultural aspects here, it seems to me that they are going to get a tremendous experience, well worth the year that you may say you carved out of their high school education.

Mr. WIGGINS. I don't think you have to have a year. You have been using a year. That is far too long for the kind of educational benefit that is possible. Other witnesses have testified that whatever good you get out of this experience, you get in the first 90 days or whatever, but it doesn't have to be a year.

The attention span of young people differs I suppose with individuals, but you don't notice pages in rapt attention up there on the House floor any more than you do Members of Congress or Senators. Their attention span varies widely.

In short, I think there is just so much learning you are going to jam into an 18-year-old kid or less, over a year's period.

Mr. GOTTESMAN. That is a good point. I would not disagree with it.

Mr. WIGGINS. He is waiting for tonight, just like every other kid.

Thank you, Mr. Chairman.

Mr. JANKOWSKY. Can you combine the two programs, that is to say, with the number of college credits that are required? Could you envision a system, say, of 6 months where a page comes and has English, social studies, whatever, plus some kind of American studies program combined with that? Would that be an acceptable thing to consider in school?

Mr. GOTTESMAN. I can tell you that if I were in a sending school with a page going from my school, with the understanding that he or she would be returning within either a year or a semester, I would be delighted to work out arrangements so that acceptable credit will be received for his experience.

It seems to me that it would create no problem at all. Today we have youngsters who get involved in all kinds of cocurricular or extracurricular activities such as sports where they have to be away from their campus, from their program for a number of hours, and yet somehow they survive in that program, and many of them do a great deal of that. They may be in a play, a drama that requires 2 or 3 hours a day for them to be out of their classrooms, and yet they survive, and it seems to me that a sending school could work out a program, an equitable program for the youngster so that he or she would not suffer in terms of meeting requirements of the State, if that is what you are getting at.

Mr. WIGGINS. I think it is. So that would mean the Page School theoretically could concentrate its education in English or civics or history, things related——

Mr. GOTTESMAN. To social sciences.

Mr. WIGGINS. To social sciences, and not put the stress on the system with regard to chemistry, math, or whatever, for that short period of time?

Mr. GOTTESMAN. Absolutely, because if they are meeting the requirements—it would seem to me that a majority of the pages would be the social science people. If that is the case, then they don't need to have 5 years of math or science for their programs. They need more work in the social sciences, and that is what they would get out of this experience.

If most school systems as it is my understanding have a requirement of 2 years, and that is I think on the high side, 2 years of math and 2 years of science, what we are talking about is still 3 years in the school, in a home school, and it certainly is not difficult to have 2 years of math and 2 years of science in 3 full years of school.

Mr. WIGGINS. But it would relieve the system if you have to have 4 years of English?

Mr. GOTTESMAN. Right.

Mr. WIGGINS. That at least you stay with the English credit here.

Mr. GOTTESMAN. Yes.

Mr. WIGGINS. And maye you pick up one or two regular credits in history.

Mr. GOTTESMAN. Or civics or government.

Mr. WIGGINS. Or other subjects, and then have an element maybe of a seminar or another kind of American studies program.

Mr. GOTTESMAN. Absolutely. I think that you could have an awful lot of cultural aspects in Washington, and that would certainly be in the arts, the humanities.

Mr. WIGGINS. What if you do this within the context of the D.C. school district?

Mr. GOTTESMAN. Into the school system, Mr. Wiggins?

Mr. WIGGINS. Yes.

Mr. GOTTESMAN. I don't know whether you would have to do it that way.

Mr. Wiggins. Right now it is part of the D.C. school system.

Mr. Gottesman. Right.

Mr. Wiggins. You are talking about a very innovative specialized school.

Mr. Gottesman. Right.

Mr. Wiggins. That makes a lot of sense, except that anything that good seldom makes sense to a large organization.

Mr. Gottesman. It is a little harder to move them, isn't it, Mr. Wiggins?

Mr. Jankowsky. But if you took it out of the District of Columbia system, how would accreditation for a semester program take place? Would it be an accredited program? How would that work?

Mr. Gottesman. I believe you could easily get the program accredited.

Mr. Myers. Without political influence?

Mr. Gottesman. Without political influence, yes, sir. You could use Middle States if you wanted to, or a university to assist in looking at the program. You would have qualified coordinators operating the program. You might contract with the District of Columbia system to set up a special program.

It doesn't have to be the Page School as it is, because they have a number of special programs right now. They have an education program, other alternate programs, and our surburban schools have numerous alternative programs for both extremes, the gifted and the slower students in our school system.

Mr. Molloy. Will you yield? We have a witness that will follow the doctor that will address that.

Mr. Jankowsky. All of this innovative program inside or outside the District of Columbia school system would depend necessarily on the sending school's approval and accreditation, and the work down here back in the graduation program of the sending school?

Mr. Gottesman. Yes, I think that would be important, but I doubt seriously if it would create the problem.

Mr. Jankowsky. Thank you.

Mr. Myers.

Mr. Myers. Doctor, there are some universities today that accept students as freshmen in college who have completed only their third year of high school, if they can meet a satisfatory entry examination. Are you familiar with this program?

Mr. Gottesman. Yes, sir.

Mr. Myers. What can you tell us about it, the experience, the success of the program?

Mr. Gottesman. There are advance placement students. In some cases we have school systems that work with the local university and the student, part time in his or her high school and part time at the university, because he or she is an exceptional student.

In most of the cases that is what has happened. In the State of Maryland, the State superintendent has declared that there was no reason why students have to stay around through the senior year, if they have met all the requirements by the time they are juniors, and if they want to leave the school system and enter college or the world of work, that was certainly all right with the State.

I think we are talking about a similar thing in the universities, and in most cases they are successful. The drawback, as I understand from my limited experience with it, is that sometimes you have immature youngsters in a college setting, and that can be a social problem for that youngster. If he or she is so interested in academic pursuit and not interested in social activities, then it becomes less of a problem.

Mr. MYERS. But to your knowledge though, the individuals who have completed this type of course have not suffered?

Mr. GOTTESMAN. Not at all.

Mr. MYERS. Because of their transfer and not finishing their fourth year in high school?

Mr. GOTTESMAN. Not at all.

Mr. MYERS. And the curriculum in colleges is no different from those who have completed the 4 years, am I correct on that?

Mr. GOTTESMAN. That is right.

Mr. MYERS. I have known a few that have gone through this. While I wouldn't want my own child to leave high school in the fourth year to go to college, for some of the reasons you have presented here, and neither one of them did, but this might fit into what we are talking about here too because generally we have exceptional students here.

Mr. GOTTESMAN. Right.

Mr. MYERS. The ones that are the exception, they just can't keep up with the workload on both academic as well as their responsibilities here in the House and the Senate, so it is possible for a child to not have a complete fourth year of high school and still survive.

Mr. GOTTESMAN. Absolutely.

One of the advantages that occurred to me from using juniors rather than seniors is that there is a lot of fun in the senior year and most high school students look forward to that year.

Mr. MYERS. I don't think they miss a whole lot here though.

Mr. GOTTESMAN. No, I mean in their own system about going back, the proms and so forth.

Mr. MYERS. Pardon me for interrupting you. I quite agree with you. I think the kids do miss a lot by not graduating from their own schools, but they elect to come here, and as personnel chairman on the Republican side I haven't seen one yet that came up to me wanting to go home. During the senior year or after their junior year or even after they graduate, more of them will leave with tears and say, "We will be back sometime."

Mr. GOTTESMAN. Sure.

Mr. MYERS. So there is something here, a mistake about the service here as a page on the Hill.

I think Bill Alexander phrased it as Potomac fever, which we are all familiar with. Some of us try to avoid the disease if we can. That doesn't mean we want to go home either. I quite agree with you. I am not at all sure the Page School, as we have seen it function over there, is that important. I am sure this is one of the changes that we are probably going to in some fashion change. I am very pleased to hear your testimony here today that there are definitely some alternatives that would fit into the type of program that we provide for our pages, and not have to destroy the page system and program completely as we know it today.

Mr. GOTTESMAN. Yes, sir.

Mr. MYERS. I think that is what you are summarizing, isn't it?

Mr. GOTTESMAN. Absolutely.

Mr. MYERS. Save it?

Mr. GOTTESMAN. Save it, keep the pages, sure.

Mr. MYERS. But reform it?

Mr. GOTTESMAN. Well, if you are going to move from a 4-year program to a one-year or a semester, it will require some adjustments.

If I may add, Mr. Myers, even though I had short notice, I did talk with some neighbors in college about the Page School, and some concerns, and I was thinking about it now more from the point of view of a parent because that is what I asked these colleagues about.

If your son or daughter were selected as a page, how would you feel about it?

The concern I received from these brief encounters with friends, and my own concern, and that, of course, is the real prejudice I am bringing to bear on this, is that as a parent I would like to have my child be a page, but I would certainly want some very definite structure on control, such as a dorm situation where there are counselors or house mothers or fathers and so forth, and where I know that they were getting the right kind of food daily as well as their education.

Mr. MYERS. I raised it and I am not sure I did. I couldn't drench them as we call it back on the farm. You can't make them either.

Mr. GOTTESMAN. No.

Mr. MYERS. Pardon me for interrupting you.

Mr. GOTTESMAN. But at least it would be offered to them. I think that such programs could be offered within the Capitol, and I would think that it would not be an extremely expensive program, with senior citizens programs, with college student assistance, with people who would like to work with young people on the Hill, so that one of the things that I would urge the commission to consider is some type of controlled situation.

Perhaps the reason—publicity has increased the parents' concern about this——

Mr. MOLLOY. Obviously.

Mr. GOTTESMAN. Obviously, but that is what the constituents are probably going to feel in terms of having their children be pages.

Mr. MYERS. I will bet you the number of applicants doesn't diminish any.

Mr. MOLLOY. With the publicity, it has increased the calls anyway.

Mr. MYERS. Of course, we haven't received applications since this publicity came out but we haven't asked for it either.

Mr. MOLLOY. We have had the inquiries.

Mr. GOTTESMAN. I would not doubt that.

Mr. MOLLOY. I appreciate what you are saying. I agree with you.

Mr. MYERS. We understand what you are saying, but people are still going to want their children to come here.

Mr. GOTTESMAN. I think it can be worked out. Some of the problems with the ATF, excuse me, the American foreign students coming, American foreign students exchange program, is that the great thing about that is that they live with a family, but they go to a neighborhood school, and that is very easy because they go with the son or daughter of that home. That is very easy.

That would be difficult on the Hill unless the parents who were willing to take the child were willing to also drive the person here and back.

Mr. **MYERS**. Six o'clock in the morning for an early morning class. It is hard to find a parent that dedicated, or enough parents.

Mr. **GOTTESMAN**. Again, that is provided you have to have a 6 a.m. or 6:15 class.

Mr. **MOLLOY**. Doctor, we thank you.

Mr. **ALEXANDER**. Thank you very much, Doctor. I look forward to being briefed on what you said during my absence upstairs.

Mr. **ALEXANDER**. Our next witness is Mrs. Phyllis Blaunstein, executive director of the National Association of State Boards of Education.

Mrs. Blaunstein, welcome. Thank you for being here.

STATEMENT OF MRS. PHYLLIS BLAUNSTEIN, EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

Mrs. **BLAUNSTEIN**. Glad to be here for several reasons.

One, that I represent an organization who is the subject of the controversy that you are discussing in some respects, since they have authority for setting graduation standards for high school graduates, teachers, certification requirements, and high school accreditation standards, and so rather than repeat some of the ideas which the former speakers have articulated, and with which I agree in principle, I can perhaps be of best use to you by laying out some of the procedures that could be followed to actualize some of the recommendations that they were making.

I put together a very rough statement that I could leave with you that has some ideas that might help as well.

There are some definite deficits and assets in the page program. The assets are obvious, a large experience that is very, very good and that will help students to understand the legislative process in a way that high school textbook classrooms could never possibly convey.

The debits are that this experience, this work experience so to speak, is completely divorced, as I understand it, from the classroom experience, and that seems to make no sense to me.

It also makes no sense because it is very, very difficult to cram into a 3-hour period what the average high school student learns in a 6-hour day, and in fact research studies in education have shown that kids who work more than 20 hours a week and go to high school 6 hours a day have lower achievement scores, so in fact it could be creating a problem that certainly could easily be avoided by instituting the kind of program that the other two speakers talked about.

For a program to be certified and acceptable and accreditable to State boards of education, which would then be acceptable and accreditable to the sending and receiving schools, you would have to have certified teachers; you would have to have appropriate student/teacher ratio, and you would have to have specific learning outcomes that could be measurable.

They don't have to be measurable in traditional ways.

Let me be a little bit more specific.

In 37 States at this time States measure the outcomes of the 12 years of schooling through minimum competencies, and so they are going to behavioral standards of kids. It would be very simple to put together a curriculum of individualized instruction where a child develops a contract with his sending school, with very, very specific learning objectives, and outcomes that he would anticipate stated in behavioral terms, and if I am speaking "educationese," just stop me and I will translate for you. It is a bad habit.

That could be translated into practice in the school. You would need very credible teachers. You would need teachers who are used to thinking, who can think in nontraditional, nondidactic terms. You could very easily put together a superb program in social studies in English that would allow kids to integrate what they are doing during the day with political science courses or credits in political science, in history, in social science, you name it. They could get English credits. You don't have to teach American literature through Mark Twain.

You could teach it through the Federalist Papers. You could do comparative literature courses through examining what is happening legislatively.

You could do the same thing in comparative history. The possibilities are endless. It only depends on the creativity of the teacher. It is the accountability that is the issue, and I think that is a solvable issue.

If a contract is carefully crafted between the student, the sending and receiving school that meshes with the competency standards of the State and local board in the child's home State, and if that contract is monitored by the instructional personnel in the school, in the Page School, it seems to me that there would be no problem of transferability, and I think in addition to that you would be providing a service to kids who would have only a second-hand knowledge of what they would be learning in a unique and existing way.

Can I be more specific or would you prefer that I respond to questions?

Mr. **Alexander**. On that subject, Mrs. Blaunstein, have you observed the present page educational facilities?

Mrs. **Blaunstein**. I haven't observed it. In the last 24 hours, since I understood you needed this kind of information, I have spoken to current pages and former pages, their parents, and I have done some reading, and what I have seen in the media.

Mr. **Alexander**. Based upon the information that you have available to you, how would you characterize what you recommend with what presently exists?

Mrs. **Blaunstein**. It seems that there is a huge discrepancy. What you have here is an attempt to replicate a traditional high school. I understand there are even cheerleaders, which is such an anachronism, I think in this environment that it doesn't make much sense to me at all.

Mr. **Wiggins**. They have cheerleaders?

Mrs. **Blaunstein**. Yes.

Mr. WIGGINS. Minority and majority leaders?

Mr. MYERS. What do they cheer? What do we have to cheer about? We are missing something.

Mr. JANKOWSKY. Don't they have a basketball team?

Mr. MOLLOY. They have a team. A year ago they were undefeated here in Washington.

Mr. MYERS. May I ask a question?

You heard the last witness, Dr. Blaunstein. How would your program differ from his, what he proposed?

You are kind of offering several options here. Do you see much difference from what you are suggesting here?

Mrs. BLAUNSTEIN. No; I don't think it is terribly different. I think mine is a little more structured.

I think what I am saying is that before the child leaves rather than having a kiss goodbye and a good luck message from the principal saying, "I think you are going off to a good experience," that child would sit down with that principal and lay out what I call a contract, and say, by the end of the year I will have learned these things. You can expect that I will have developed these kinds of competencies in these areas, and then it would be incumbent on the school to help the child do that and to evaluate whether or not——

Mr. MYERS. My oldest daughter went to Langley High School here in Virginia and they had the first year out there called ALP. That is what she contracted for her grade. She didn't go to class. She contracted for her grade. She had certain commitments she had to meet. I guess that is what you are saying.

Mrs. BLAUNSTEIN. This is not a novelty. None of us are coming in innovating. This is a program that has credibility and legitimacy for high achieving students all over the country. It has to be very carefully structured, and I guess if I leave you with one point I guess that is it, that it is possible, but it has to be structured carefully.

Mr. ALEXANDER. Mr. Jankowsky.

Mr. JANKOWSKY. Can we take a half step by structuring the program here to offer fairly traditional courses in American studies? We could offer a fairly traditional English course, fairly traditional social science, civics-type course, history, something like that, and then have maybe an element. Would that relieve in some degree the need for the individualized contract?

Mrs. BLAUNSTEIN. Let me see if I understand what you are saying.

You are saying you would sort of like to do a halfway thing?

Mr. JANKOWSKY. Right, explore that.

The sending school looks and sees the Page School. For the sake of argument, we will confine it to junior year one semester. The sending school looks at the Page School and says it offers this level of history that we would teach here; that is taught at the Page School; English, civics, and then it has 6 hours of credit, 3 hours of credit or some kind of seminar in American studies, and so forth, and that is their semester, and it is set, fairly standardized, and the sending school says, "We will give you credit of all the things you take up there and you come back and it will fit in."

Does that take pressure off the need of having an individualized contract totaliy dependent on all the credits, an individualized study?

Mrs. **Blaunstein**. It would, but I still find it hard to imagine that you could push that kind of didacticism into the very compressed time span.

I think you would have to depend largely on the individualized instruction.

Mr. **Jankowsky**. Several pages have indicated that they like the structure.

Mrs. **Blaunstein**. Sure.

Mr. **Jankowsky**. That because of the other pressures of being away from home, and because of the pressures of the job, that they don't necessarily need the added pressures of individualized study, so that is really part of the basis of my asking the question that way.

Mrs. **Blaunstein**. I think it is an interpretation of what you mean by individualized study.

Mr. **Jankowsky**. Right.

Mrs. **Blaunstein**. If you think of individualized study as a project that a student is supposed to carry out, which might involve attending hearings, doing a specified number of readings, speaking with a mentor, it doesn't have to necessarily be a teacher every day, that is quite a lot of structure.

Some of the kinds may be copping out. This is an easy program to get through. It is not terribly challenging, according to what the kids that I have talked to have said and you may be hearing some of that. "This is easier, why should I push."

Some of the students that I talked to, when I said I was going to recommend this kind of program to you, said, it was an absolutely good idea. They might take physics and chemistry, but they would be willing to forego that because this experience would be so much more meaningful to them.

The more motivated of them read the testimony, read the Congressional Record, read the legislation anyway, and those are the ones that get the most out of the experience. I am not giving you a clear answer.

Mr. **Jankowsky**. Yes; you are. That would even depend more heavily than on the sending school's willingness to allow the page to come for that purpose.

Mrs. **Blaunstein**. And I don't think that would be a problem. I think your biggest problem would be finding the teachers who were skilled and motivated to put together such a program.

Mr. **Jankowsky**. That is my next question. Can that be done within the D.C. school system?

Mrs. **Blaunstein**. I don't know. I don't know all the teachers in the D.C. school system.

I would assume that there are teachers within the system or who could be hired into the system.

Mr. **Alexander**. Will the gentleman yield?

Mr. **Jankowsky**. Yes.

Mr. **Alexander**. Wouldn't you have a similar problem on the other end from the sending school in identifying specifically a project that was relevant?

Mrs. **Blaunstein**. I don't think so. I think that schools are much more in tune to looking at nontraditional ways of learning than they were even 5 years ago.

There are different ways of accounting for success, and there is a recognition by educators that everything that one has to learn does not have to be learned in a classroom with a teacher speaking to you.

I guess I am parroting what the last witness was just stating.

Mr. **Alexander**. That would provide varying degrees of experience throughout the Nation which would be a cross-section of the school system the same as it provides a cross-section of the population and so on.

I have the experience of members speaking of high schools and colleges frequently. I can do it at the drop of a hat. With 1 minute's notice, I can speak to 1,500 students around the corner and conduct a 55-minute program because I have done it so many times, and I have become acquainted with the civics departments, the history departments and so on.

It occurs to me that there is such a wide range of ability in teachers, and high school administrations, that it would present a problem with the sending school as well as with the receiving school.

Mrs. **Blaunstein**. Are you asking if you could guarantee that all the students would end up with the same achievements at the end of the year?

Mr. **Alexander**. No. I was just thinking of the administration of the program.

Mrs. **Blaunstein**. And the difficulties in getting some consistency.

Mr. **Alexander**. The difficulties in providing consistency and continuity without creating a bureaucracy to cause it to happen. We are very much concerned with cost and with complexity, and we do not wish to compound either, but we are seriously concerned about the educational opportunities that are provided to these students because we feel that if the service is to be continued by the high school age students, then there must be a value to be received by those students which would justify continuing the program. Otherwise we could contract for the service.

Mr. **Jankowsky**. I would like to go back to try this one more time. To help alleviate the concern that the chairman just expressed, even though from the educational standpoint it may not be as innovative and may not be as good, if I may use a judgmental term, it may be easier to put together, to combine the two in a junior year curriculum by providing a minimum of those classroom courses which would have been taught at the sending school, to teach them in a page school, and to round out that traditional program with maybe one or two more innovative programs, so that it would more consistently able to be plugged into sending schools across the Nation.

I will call it a half step because it may not be quite as good as the best of either one, and if that specialized program were integrated with their job, which is one of the most critical points you made, do you think that can be a workable system? Can it be creditable?

Mrs. **Blaunstein**. Yes, with the caveat that you didn't try to put into those hours what you would expect a kid to get in six hours.

Mr. **Jankowsky**. Right.

Mrs. **Blaunstein**. In other words, if you limit it to certain numbers of credits or courses, I think that is certainly workable, and it would be much more simple because it is more traditional. People are used to it, and you wouldn't have to forge new territory.

There is another way that you could work this out. You could teach math and science in a very didactic, typical, traditional way and do the English and social studies. In fact, I couldn't figure out how you could do the math and science any other way.

Mr. **Alexander**. Two and two is still four.

Mr. **Jankowsky**. In or out of the classroom. But if we narrow the program to one semester during the junior year, then the unit which we are plugging in would be relatively simple.

Mrs. **Blaunstein**. Sure.

Mr. **Jankowsky**. As the previous witness indicated, the page would have plenty of flexibility within the curriculum of the sending school to pick up the rest of his electives, to pick up the math and science and languages which he would miss necessarily by only going into a relatively simple unit here, but he would get the added innovative social science element here that he could never get at home, and that combination might be most preferable. It is simple.

Mr. **Alexander**. It is intriguing.

Mrs. **Blaunstein**. I think that these kids in some ways are pragmatists. I think they understand that life is full of tradeoffs, and that they may sacrifice 20 points on the SAT if they are going to be in class a little bit less, have a little less time to devote to schooling, but so does the kid who needs to work outside of school.

Mr. **Jankowsky**. Of course, if it is a one semester unit, then that becomes less important in the overall scheme.

Mrs. **Blaunstein**. Yes.

Mr. **Jankowsky**. And also that unit properly would add to the benefit to the Nation and the pages of taking the experience of the unit back to the sending school and sharing it with the sending school.

Mr. **Alexander**. That is what would happen.

Mr. **Jankowsky**. And so you would explode, if you will.

Mrs. **Blaunstein**. That is right.

Mr. **Jankowsky**. The benefits to the Nation and to the pages, by doing it that way, rather than bringing them up here, and keeping them for 2, 3, 4 years in a rather structured program?

Mrs. **Blaunstein**. Yes; I think that is a definite——

Mr. **Alexander**. That procedure would not only educate, offer the potential of educating students that were contemporaries of the page, but it could even lend a learning experience to the community at large?

Mr. **Jankowsky**. Absolutely.

Mrs. **Blaunstein**. That is right.

Mr. **Alexander**. That person could become an educator?

Mrs. **Blaunstein**. The research in the legislative process.

Mr. **Alexander**. Civic clubs and gatherings within a range of community activities?

Mrs. **Blaunstein**. It would induce that.

Mr. **Alexander**. That would be helpful.

Mr. Molloy?

Mr. **Molloy**. What would be the logistics for putting something like this into a program? If we were talking about a program in September, would that be reality?

Mrs. **Blaunstein**. We are talking about like 6 weeks from now?

Mr. **Molloy**. Right.

Mrs. **Blaunstein**. Doing your kind of program, the mixed program? Which program?

Mr. **Molloy**. Probably the mixed, for the sake of discussion. I am just trying to put a benchmark on it.

Mrs. **Blaunstein**. It would be tough. You could do it, but it would be tough, very, very hard. You would have to recruit teachers. You are looking for very special kinds of people. You would have to develop a curriculum.

Mr. **Molloy**. What if you didn't recruit teachers and obviously you might not have to—if you just took the present incumbent teachers and said this is your program A, B, C; obviously you wouldn't get the full results that we are talking about achieving here.

Mr. **Jankowsky**. If you will yield?

Mr. **Molloy**. Definitely.

Mr. **Jankowsky**. You could have a junior program now, at the page school now. You could, for instance, keep English as it is taught, keep history as it is taught.

Mr. **Molloy**. And a language?

Mr. **Jankowsky**. No. Well, maybe a language, maybe not. Keep civics as it is taught, and then create one or two units of innovative programing and drop the rest.

Mrs. **Blaunstein**. I would do it the reverse. I would take the civics and the English and use that as the innovative approach because that lends itself very easily to what they do on a daily basis, and keep the regular curriculum.

Mr. **Jankowsky**. In the math or language?

Mrs. **Blaunstein**. Yes.

Mr. **Molloy**. To go back to this—and obviously this sounds like it is impossible, but just to get something set in my mind—if you were to attempt to do this in September and you had these teachers in place and then substitute the creative part of the thing, could you go to nonaccredited teachers within the framework here, although their expertise in many cases with all due respect to the teaching profession would exceed that? Would that be possible?

Let me back up before you answer this because I think I created some of the problem here over a period of about 8 years. In constant testimony, the question was always asked of me, why don't we go to a private system.

One of the reasons presented to me at the time that I thought was an expert that we would have a problem getting accredited by various States or whatever they need. It would take a year. They would have to evaluate the system, look at it, make judgment values of the thing and in that period of time, a semester or a year, the ones coming in would suffer.

What you and the previous speaker, the previous witness have conveyed to me is that that would not be the case. We could get some accreditation just based on the potential program we put in?

Mrs. **Blaunstein**. Yes, you would get accreditation on the course work that the kids took, not necessarily on the institution.

Mr. **Molloy**. Right, so that clears something up. Now, take that to the next point. I go back to my original question. If we attempt to implement this immediately, we would have a combination. We would have accredited teachers, there is no question, since we are in the D.C. system, which we would use, but to get to this innovative part we would have to use our own expertise that might not be accredited teachers per se.

Mrs. **Blaunstein**. I have a bias.

Mr. **Molloy**. Obviously.

Mrs. **Blaunstein**. I think you need certified teachers. I think you also——

Mr. **Molloy**. To get accreditation?

Mrs. **Blaunstein**. Yes. It would be foolish for you not to take advantage of the resource people around who know far more than any accredited social studies teacher, but you need a mix.

You are asking another question, and I am not sure I can answer it. I don't know the quality of the teachers that you have now, and I don't know whether they have the capability of implementing the kind of program that you are talking about considering.

Mr. **Molloy**. I fully understand that, but what we are working with here is budget constraints and commitments made. We have actually signed a contract for a year, that being what it is, and then there would be other constraints put on us because of the time and all of this, and the era we are in now, people are not about to spend additional money.

We are looking at an overall program and hopefully can add something to it. I am probably trying to shortchange it in some way, and I am wondering if that would be practical, always coming down to the same bottom line. We could be accredited so you wouldn't hurt this student getting into a first or mainline university or college.

Mrs. **Blaunstein**. I will give you unsolicited advice.

Mr. **Molloy**. Please do.

Mrs. **Blaunstein**. Yes, you could retain your certification. I think from a public relations point of view to have the school look like it remains as it is now would be a mistake. I think that you could do things that would be low budget, that would indicate a movement toward change, such as a study of achievement of kids, the study of the curriculum as it exists now, and the development of a new curriculum, and put all of this into the place in the second semester.

So what you would do is say to the public, we understand there is a problem. We are studying it in the 6 months and that in the second semester we expect that we will have a revamped system. I think that would be feasible.

Mr. **Molloy**. Let me add another wrinkle to it. If you brought in students just on a semester basis, you brought them in for a first semester, September to January, you put into play a program which we have just discussed, and based on hopefully the credibility of us as a Congress, moving on to the next semester and some degree of improvement in the thing or some funding for it—I am talking about the possibility here that we jump into something, that we would be able to back it up with money, et cetera—would you still get accreditation or would you fall on your face?

Mrs. BLAUNSTEIN. I think you would get accreditation because you always have.

Mr. MOLLOY. We have, and we would lose it. We have it because we are involved with the D.C. school system.

One last question, and this is in a completely different area. In relation to eligibility for the school itself coming here, what would be your thoughts or could you address yourself to a standardized test—we have asked some others this—a standardized test that would allow us to be able to in some competitive level pick A student over B student or C student? Would a test be easy to put together?

Mrs. BLAUNSTEIN. It depends on your expectations. If you are looking for self-motivated kids who can work in an individualized way, you would be looking for one set of criteria. If you were looking for kids who had certain IQ scores, that they knew he had the potential to handle higher or learning skills, you would need another test. I am not a great believer in tests.

Mr. MOLLOY. Nor am I, but obviously in the business we are in, there has to be some criteria for picking one over the other.

Mrs. BLAUNSTEIN. What do you use now?

Mr. MOLLOY. I wouldn't want to go into all that.

Mr. JANKOWSKY. There is really no objective.

Mr. MOLLOY. There is really no objective merit system. It is a patronage system.

Mr. ALEXANDER. As a member, let me answer that question. Students express interest in becoming a page. Most members use a system of checking with the school system, with the family first, with the school system and possibly with the church affiliation, to determine the character and the motivation of the student, as well as the academic level. All those are considerations that are involved, and there is nothing standard about that.

Mr. MOLLOY. I didn't want to be facetious about the other, but some do a much—I don't think it is all needed—some members go to great extent in inquiry and investigation. We had a member testifying that he does a lengthy process. Others come up with good products, but don't go into such detail.

Obviously the bottom line, the initial requirements would be some top 10 percent, 25 percent of the first 2 years, so I wouldn't be too worried about the academic end of it.

The second phase, could that be testing in a standardized way, standardized motivation tests? Are there any tests around for that?

Mrs. BLAUNSTEIN. For motivation, no.

What you could do is measure a kid's aptitude and then any evaluation of any child should bring in a multitude of factors, just as you mentioned.

Mr. MOLLOY. For the sake of the record—I think I have tne answer in my own mind set, but to get it on the record, these are questions that can be answered—there is no test you can do, you don't know of any?

Mrs. Blaunstein. One that tests all the dimensions you look for, no.

Mr. Molloy. Thank you.

Thank you very much.

Mr. Alexander. One further question. I think I understand the idea, but for the record and for further clarification, would you give us an example of the kind of didactic program that you would think illustrates what you have suggested?

Mrs. Blaunstein. There are programs for gifted kids all over the country that do this. There is a university not far from here that you might want to visit, Jones College, that works on a tutorial system. The student decides what it is that he or she would like to do, he or she chooses or has chosen some mentors who may not be certified teachers—back to your other point.

Mr. Molloy. Right.

Mrs. Blaunstein. Under the guidance of the certified teacher, they work with the mentor to develop the products for the course.

Mr. Alexander. This situation lends itself to your suggestion. It could provide a valuable resource not only for the pages, but for the Nation at large.

Mrs. Blaunstein. Exactly. It could be a symbol for the Nation, yes.

Mr. Alexander. And if done right, with the right caliber of students, the universities around the country would be interested in acquiring those students.

Mrs. Blaunstein. Yes.

Mr. Alexander. Students that would be admitted to their programs for what they could contribute to other innovative programs.

Mrs. Blaunstein. That is right. There is one other thing the previous speaker mentioned. You may want to put this into your thinking.

Many students leave their senior year in high school and never get a high school diploma. They go right into college and sometimes it is a community college in your senior year and they get what is called a GED, which is in lieu of a high school diploma.

That is another possibility that you could consider. That consists of the kids taking the test. That says in essence that you have learned everything you would have learned had you sat in the classroom for 12 years.

Mr. Alexander. Well, thank you very much. It has been most interesting.

Mr. Molloy. Very enlightening. Thank you, again.

Mrs. Blaunstein. You are very welcome.

Mr. Alexander. Are you ready to take a break and stretch?

Mr. Jankowsky. Yes.

Mr. Alexander. The commission stands adjourned subject to call of the Chair.

[Whereupon, at 4:10 p.m. the commission adjourned, subject to call of the Chair.]

PENDING BUSINESS

TUESDAY, JULY 27, 1982

House of Representatives,
Speaker's Commission on the Pages,
Washington, D.C.

The commission met, pursuant to call, at 1:05 p.m., in room H-128, the Capitol, the Hon. Bill Alexander (chairman of the commission) presiding.

Mr. **Alexander**. The commission will please come to order.

We will continue the hearings of the Commission on the Pages. Our next witness is Mrs. Janice Padden, who is the mother of a former page who is well known to us.

Polly served with distinction and lightened our days throughout her service in the Congress. Please come to the witness table, Mrs. Padden, and we would be pleased to hear any remarks which you have to make.

STATEMENT OF MRS. JANICE PADDEN, MOTHER OF A PAGE

Mrs. **Padden**. Well, I have no prepared statement. I will be happy to answer any questions.

Mr. **Alexander**. Mrs. Padden, the scope of the inquiry here today is to examine the question of the value of the services the pages offer to the Congress, the value of serving as a page to the individual involved, and the value to the Nation which is derived from that individual's experience.

In view of the difficulties in operating the page system, many have alleged that it would be best to abandon the system. It has been suggested that Congress could contract out and receive professional services from messengers.

Another suggestion is to obtain the service from senior citizens or veterans of foreign wars. There are a number of different options we are considering. But, in the election of one of those options, the value to the individual and therefore to the Nation would be lost to high school- or college-age students, whichever becomes the age standard for pages.

We would be interested in knowing your views on these alternatives, together with any recommendations you might have on how to improve the page service and whether or not the present age of 16 to 18 should be retained for pages.

Mrs. **Padden**. Well, we——

Mr. **Alexander**. First of all, you should state for the record your daughter's name, how long she served as a page, and tell us a little about her service.

Mrs. **Padden**. Polly Ann Padden. Polly has been a page 2 years, and she came in under the patronage of Tom Steed of Oklahoma, and at that time it was summertime. Are you asking for a full history of this?

Mr. **Alexander**. Well, just a summary.

Mrs. **Padden**. She served under Tom Steed for 6 months, and then he retired and she was picked up, I think, because of her experience and was an overseer. And that first year was an exciting experience for her.

The school, I felt, handled the children very well. She certainly didn't lose anything as far as her academic leadership, which she has always had, is concerned. I think anybody that went to the page school and did not take advantage of what was there might have lost because of their schedule, but that would happen in any school, so we were very pleased.

And then she had the opportunity to stay on, and jumped at it, and went on to become the Speaker's page and served the following year as the Speaker's page and thoroughly enjoyed it.

The only thing that I could see, as far as a negative program until all this surfaced, was our concern as a parent in the transportation back and forth to the Capitol.

Mr. **Alexander**. You said it was an exciting experience for Polly?

Mrs. **Padden**. It was.

Mr. **Alexander**. And she took advantage of the opportunity?

Mrs. **Padden**. Yes.

Mr. **Alexander**. Could you amplify on those remarks to explain how it was exciting and what advantages she received from having served as a page?

Mrs. **Padden**. I think the opportunity of just being in the Capitol and seeing how our Government works, seeing the people that are in the news, that certainly is an appeal. The thing that convinces me that these young people are so enthused about what they are doing, and not the privilege that they have doing it, is you would not be able to fill that school at 5:30 in the morning if they weren't excited about being there, especially teenagers, and I don't think the record—I don't know the record, but Mr. Hoffman, I am sure, has it, of the absenteeism and so forth involved. I think the record really speaks for itself.

Mr. **Alexander**. How has serving as a page influenced Polly, and what comments has she made about those influences?

Mrs. **Padden**. Well, Polly is an individual. She is at the Air Force Academy, entered the Air Force Academy at the beginning of——

Mr. **Alexander**. She is a student there?

Mrs. **Padden**. Yes.

Mr. **Alexander**. I didn't know that.

Mrs. **Padden**. So, let's say that had some—I think she felt that doing this, there wasn't anything she couldn't do, and so she took advantage of that opportunity. And, of course, her grades again were good.

The tests that she had to take to enter the academy, she excelled in those. We just didn't have any doubts at all that she would fulfill that dream, and surely, she did. Let me add, with all the recommendations that she had available to her, she did make it on a competitive basis, so it was not just the association of the people around her.

Mr. **Alexander**. Did you hear her make any statements concerning her view of government which might reveal her insight from having served as a page?

Mrs. **Padden**. Well, of course, it was different than anything she expected, I think, to see. She spent many nights as they do with the continuing resolution, long meetings and so forth, and she had always come home. Well, she would be full of stories. She would call and say, "Stay up, I've got things to tell you." And what she said I don't know, but I know that she was excited about having been there and more or less seen history made.

Mr. **Alexander**. What did she talk about when she had things to tell you?

Mrs. **Padden**. I guess the process, the way it was handled, either the expediency or the lack of it. I think maybe the bottom line of all that would be that it was such a human way of doing it, the view that people get from the outside being in.

Mr. **Alexander**. Do you remember any particular incidences that she referred to in detail to explain what she had seen and the experience she had had?

Mrs. **Padden**. Not in that vein. The things that I recall more would be, and, logically, I think, the meeting of the dignitaries that she did have an opportunity to meet, those things I could tell you little stories about, but that isn't really what we are looking for. I can't put a finger on it. I just think that it would be a shame to do away with this because I do think they gain a lot.

Someone said to me it would be like doing away with the changing of the guard on a lesser scale, because it is such a tradition, and it is a thing that I think people, young people, can try for and achieve. It is a dream that does come true or can come true. I do think maybe we could have a little better screening, even, say, as far as scholarship especially is concerned. I really think that is important, that you get a level of child that is motivated on their own to make the grade.

Mr. **Alexander**. What other improvements in the system would you recommend if it were to be retained?

Mrs. **Padden**. I understand you are talking about a page dorm, and I think that is marvelous, if you can do that. The only other thing that I ever gave thought to during the years that Polly was here would be some sort of a students' union or someplace they could go other than what they would do. They would all get together on Friday night and go to Georgetown. Well, in itself, what are you going to do there? And again, the driving and the transportation problem.

I think the laundry facilities are important. I think that was always a problem, with the girls, especially. I, of course, saw the girls more than the boys, but we did have 20 of the pages the first year out to the house for a picnic, which I think maybe got to be more of that.

I think we could find sponsors in the Washington area to do things with the kids if they wanted it.

Mr. **Alexander**. Have you considered the needs for additional supervision?

Mrs. **Padden**. Yes, there again, I think an active parents group or sponsor group, because there maybe are not that many parents actually in the area, they are an independent group of children, young people, and I think they value that, and away from home they should not be just sat on, but I think, say for parents and such, that even if they would let a little committee help them in some direction, and then just to either be there if they wish or in case of emergency a number to call or something like that, because they really are totally, I think, alone, although I have to say again, on the girls' side, that any time the girls spent the night, we always, it was told to us by the young girl pages that we had to contact their parents and we also had to contact the Y to let them know that they were going to be home.

That is why really, as I say, our only concern during the whole time was really being on the street, never what they were doing here or what has been inferred.

Mr. **Alexander**. One more question, Mrs. Padden. Overall, did you get to know many of the other pages?

Mrs. **Padden**. Yes; a lot of them.

Mr. **Alexander**. And would you judge Polly's association with those pages as an advantage to her or as a disadvantage?

Mrs. **Padden**. Oh, it was invaluable. I think the experience that those young pages, boys and girls, being off on their own, independent, and seeing how they managed to survive. And seeing their strength, I just thought it amazing that they were so brave to do all the things that they do.

Mr. **Alexander**. Did you consciously compare the quality of the association that Polly had with pages to maybe other teenagers of the same age?

Mrs. **Padden**. Yes; they are head and shoulders in maturity, they really are.

Mr. **Alexander**. How about character?

Mrs. **Padden**. I think 99.9 percent of them are superior. I think there may be a small fraction of them that may not be, but I think all that we met—and as I say, we got to know quite a few of them in the house and at parties and so forth—that compared to the high school level children that Polly associated with, they just showed a greater ambition, I think may be the word.

Mr. **Alexander**. Were you ever concerned with pages smoking marihuana?

Mrs. **Padden**. No.

Mr. **Alexander**. Or engaging in any of the activities that have recently received so much notoriety?

Mrs. **Padden**. No, and that is amazing, because, again, I don't think that was being done to a great extent. I worried more about drinking beer. I never even thought about the marihuana. I felt almost protected from that, in that this is where they were, and I don't, as I say, believe that actually there was that much of it.

Mr. **Alexander**. Have you observed other junior high schools in the Washington area?

Mrs. **Padden**. No, I haven't really. We have only been here 2 years, and Polly came back to Capitol Page School. I know what was said.

Mr. **Alexander**. How about back in Oklahoma?

Mrs. PADDEN. Well, Oklahoma is so clean. It really is. It's like going back 30 years. It was marvelous. That sort of atmosphere, I felt, was here. The children—I hate to say children or kids.

Mr. ALEXANDER. Teenagers.

Mrs. PADDEN. The young adults, teenagers, I just thought they were of that level of clean-cut American teenagers.

Mr. ALEXANDER. Mr. Myers.

Mr. MYERS. Thank you.

Mrs. Padden, of course the purpose of this commission is to come up with improvements in the program, if there are any to be found, and I conclude from your remarks that you favor the page program, that you wouldn't recommend any big change right now anyway?

Mrs. PADDEN. That is right.

Mr. MYERS. Do you have any other children?

Mrs. PADDEN. Polly is the youngest of five daughters.

Mr. MYERS. If you had it to do over again, would you take Polly out of school and bring her here as a page?

Mrs. PADDEN. Would I take Polly out of school and bring her here, if I was not here?

Mr. MYERS. If you had your life to live over. That was going to be my next question.

Mrs. PADDEN. If I had my life to live over?

Mr. MYERS. Would you want Polly to come to school again, be a page again?

Mrs. PADDEN. I wouldn't miss it for the world.

Mr. MYERS. Where did Polly live when she was a page?

Mrs. PADDEN. She lived at home. We are at Andrews Air Force Base, and that does make a difference, I think. But the difference is not so great that there couldn't be some small changes made as far as I think even if we were not going to have the dorm or whatever we are talking about in that direction, if we just screened the housing that these kids—I said it again—teenagers stay in, that there is an emergency number available if they need help.

I know a few times one of the boys particularly was, I thought, terribly sick, and I thought he should have had a mother there. Of course, that is a mother's instinct too, and so that made me feel badly, but these children are so motivated that they overcome those things, and they do survive, and they do it beautifully, and evidently every single one of them that graduated that first year with Polly, and we were closer to that group the first year, would come back, they came back for graduation. They came back at Christmas. They missed it. They wished they were back again for another year. I never heard one of them say that they would not have come back for the second year if they had had the opportunity.

Mr. MYERS. I don't recall ever having a page come to me and ask to go home. Usually it is the other way around

Mrs. PADDEN. That is right.

Mr. MYERS. Almost all of them beg to stay.

Mrs. PADDEN. That is right.

Mr. MYERS. At least from the Republican side. I am a Republican. On our side of the aisle the pages come to me and ask if they can stay on instead of asking to go home. We have had to send a few home.

Mrs. Padden. The ones that were on, say a 2-month changeover, as some I understand are, they just barely could break the ground, and begged to stay.

Mr. Myers. The experience you have had with Polly has been most favorable and we certainly are proud of Polly and proud that she is in the Air Force Academy now.

Mrs. Padden. Oh, we are.

Mr. Myers. She is in the second year now, starting the second year?

Mrs. Padden. No, she is just now finishing.

Mr. Myers. Did she just graduate?

Mrs. Padden. Yes.

Mr. Myers. Well, it is a little bit early yet to say what problems she may have had with her change of education here in the Page School, but is there any indication she may have suffered because of attending Page School?

Mrs. Padden. The only void we felt in that Polly was always particularly interested in sciences, say chemistry, lacked a lab and things like that. But as I said, she was required to take exams to enter the Air Force Academy, and she certainly was among the top ones that entered. Her academics and her sports ability actually got her in the academy rather than any strong recommendations or support. She didn't need that. She did it on her own.

Mr. Myers. Her personality, her strength, which I am sure she would have had if she had gone to school another place?

Mrs. Padden. That is probably true, and that sink or swim for the others too, I think they would have sunk if the ones that did not succeed here, they would have failed anywhere else also, because they were not motivated to the point that I think the children that attend this school and are in this program should be.

Mr. Myers. Then you would make some minor changes in the program if you were sitting in our role here?

Mrs. Padden. Yes, I would.

Mr. Myers. But no major changes, as I understand it?

Mrs. Padden. That is right.

Mr. Myers. I wasn't quite sure whether you agreed with the page dormitory or what changes you thought should be made.

Mrs. Padden. I think that is marvelous. It is almost a dream come true, and I think it has been on the wish list for a long, long time. It would be the epitome. It would make it perfect, but I realize that it is a lot of money we are talking about in a very slim year as far as budget is concerned.

Mr. Myers. I don't think we will pay for a dorm this year either. It is going to be a ways down the road.

Mrs. Padden. Well, I imagine.

Mr. Myers. If we should recommend this year that a dorm be built.

I guess my last question is: If a parent comes to you and says, "I live in Washington State, or Oregon, and I have a 15-year-old daughter that I would like to be a page," what recommendations would you make? What advice would you give that parent?

Mrs. PADDEN. I would strongly advise them to come to Washington, find a place that they are going to live, and approve of it. If you had a friend anywhere around that they could call on. That emergency number I think is important.

Mr. MYERS. I identified my hypothetical here as 15, you would recommend a 15-year-old or would you have any age restrictions?

Mrs. PADDEN. A 15-year-old? I would rather see 16. I think 14 is too young, but, yes, I don't think I would—I am sorry, I missed that 15. I think I would recommend 16, but I don't know that I could let Polly go at 15.

Mr. MYERS. Thank you very much for your testimony and sharing your experience with us, Mrs. Padden.

Mrs. PADDEN. It is my pleasure.

Mr. MYERS. It has been very valuable to us.

Mr. ALEXANDER. Thank you, Mr. Myers. Mr. Molloy.

Mr. MOLLOY. Thank you, Mr. Chairman.

Mrs. Padden, we have met before.

Mrs. PADDEN. Indeed.

Mr. MOLLOY. And I think the Chamber of Commerce of Oklahoma should thank you for that plug.

Mrs. PADDEN. We feel very strongly about that.

Mr. MOLLOY. I can see where Polly gets her charm and her personality. Did you ever consider her living in the District of Columbia? Did that question ever come up?

Mrs. PADDEN. No, it never did. However—and I keep reiterating this—if we were in the area, I would not have objected to her living downtown because I would have known where she was.

In fact, I might have preferred it, because we did have some, as you may know, those two harrowing experiences when she had a flat tire coming home late at night, and that was upsetting. That was our chief and only worry was her coming back and forth.

Mr. MOLLOY. What time did she have to get up in the morning here to be at school?

Mrs. PADDEN. She got up at 4:45 and she left the house about 5:30 and I would say 9 times out of 10 she left when it was dark and she came home when it was dark, and I think for any teenager—and this includes all of them downtown or otherwise—I think that is spectacular, because I don't think I could have blown our other four out of bed at 5 o'clock in the morning, if it was not such a marvelous thing to be able to do and where they were going. That is what was important.

Mr. MOLLOY. Do you as a mother, other than the chemistry in the question, feel that Polly missed anything in school activity, such as proms, dances, or contemporaries?

Mrs. PADDEN. Well, yes, they missed the football heroes and that sort of thing, but I think actually they had such great spirit, as you know, their proms, and they were all well attended and they made up for it. And I think the togetherness and "all in the same boat" syndrome took over, and I think they were a closer group, therefore, with these little trials that they all had to go through.

Mr. MOLLOY. You mentioned that you had them around the house on different occasions. Would you ever characterize any of the other pages as ever having a negative aspect? Obviously you are giving us some very positive ones. Are you aware of any kids that ever——

Mrs. PADDEN. Honestly, I did not meet a one.

Mr. MOLLOY. I used the term "kids." I apologize.

Mrs. PADDEN. I know, I do that, too. There is not a one that I wouldn't have kept in the house if they would have liked to have some and stayed, with or without Polly, boy or girl. They were all—now that may be too broad, I don't know, but that is the way I felt about them. There weren't any that I wouldn't want Polly to associate with or wouldn't want to be with or whatever.

Mr. MOLLOY. As this was unfolding, again getting back to being a mother, how did you feel about these allegations that were inferred by the press in general at the time?

Mrs. PADDEN. I thought it was such a shame. I think my first words about it—and this may be too depressing, I don't know, but I think that it just seems like there isn't anything good anymore.

Of all the good things, this had to be the best, and then for it to have this stigma attached to it I think is so sad, and I thought, it aggravated me, that even as far—I don't know if you can say down, but I didn't like even the snide remarks that were made in the gossip columns. It was not left to anyone's imagination. It was immediately a joke that was attached to anybody that said a page. I think that is terrible.

Mr. MOLLOY. A last question. You referred to your motherly worry about Friday nights when the pages would go to Georgetown. I understand that you have four other daughters?

Mrs. PADDEN. They all pack up and go.

Mr. MOLLOY. Is it common for teenagers to spend a Friday night in Georgetown?

Mrs. PADDEN. That is it exactly.

Mr. MOLLOY. They will go out whether it is to Georgetown or someplace in Oklahoma, New York, Pennsylvania, or Ohio?

Mrs. PADDEN. Yes.

Mr. MOLLOY. Would you characterize it as part of growing up?

Mrs. PADDEN. Indeed. That is exactly right. I have a daughter home from college this year and she is a senior in college. Every Friday or Saturday night she goes to Georgetown and you still worry. I will suffer this emptiness syndrome very shortly, but those Friday nights I am going to enjoy.

Mr. MOLLOY. Go to Georgetown yourself.

Mrs. PADDEN. Maybe. I have never been there.

Mr. MOLLOY. I thank you and I do appreciate it. Thank you very much.

Mr. ALEXANDER. Mr. Wiggins?

Mr. WIGGINS. How old was Polly when she came here?

Mrs. PADDEN. She was 16.

Mr. WIGGINS. And you, your husband and family were living in the Washington area?

Mrs. PADDEN. Yes.

Mr. WIGGINS. You really never had her out of the nest, as it were, to go to a distant city to live and work at age 16?

Mrs. PADDEN. No, I never have. She is now at the Air Force Academy, of course, and she will not be home until Christmas, but that is a very supervised situation.

Mr. WIGGINS. How old is she now?

Mrs. PADDEN. She is 18.

Mr. WIGGINS. You are obviously a responsible parent.

Mrs. PADDEN. I hope so.

Mr. WIGGINS. But is it an act of responsibility to send a minor child out to an unsupervised environment?

Mrs. PADDEN. I certainly wouldn't want to say that about—I don't think any parent consciously would send a child to page school thinking that it was a chancy situation. I think they did it, I think any parent would allow their child to come if they had the opportunity simply because it is such an honor to be chosen to do that.

Mr. WIGGINS. I am not so sure. You balance the honor against the risks and the risk is that your minor child is living in an unsupervised environment. You, the parent, have a duty to supervise that child but are renouncing it in favor of the honor. I am not so sure every parent would opt to do that.

Mrs. PADDEN. The reason I stressed that I would at 16, I think if Polly had had the opportunity to come at 16 and if I had the opportunity to be here and to see where she was going to live and how she was going to live, I don't think it would have been a lot different than even her living at home because as I say, she left at 5 in the morning and we often didn't see her until 10 at night, and we certainly didn't feel like we had abandoned her.

Mr. WIGGINS. I suspect that at the bottom you had a justifiable confidence in Polly?

Mrs. PADDEN. Yes.

Mr. WIGGINS. And you were confident that she would act responsibly?

Mrs. PADDEN. That is right.

Mr. WIGGINS. Notwithstanding her tender years?

Mrs. PADDEN. That is right.

Mr. WIGGINS. Of course, there is almost a conclusive presumption that children of tender years will not behave responsibly. We call them infants and minors and we don't give them legal discretions because they presumably do not have a sufficient maturity to act responsibly in their own interests. Polly may well have been an exception.

Mrs. PADDEN. I don't think it is an exception. I think there are people her age that are equally as responsible, and as I said, I think the greatest majority of the young people that are here are that responsible or they wouldn't come.

I think they have to have an interest in this environment, in this opportunity, and therefore they take on a greater responsibility in their own case than say other 16 year olds.

Mr. WIGGINS. I am sure that is so. You don't have an answer to what is troubling me, but I will pose it in a rhetorical sort of way.

Mrs. PADDEN. Good.

Mr. WIGGINS. Service in this Congress is an enormously rewarding and enriching experience. We didn't build this big building to reward Members of Congress. There is another function, and my guess is that there is a function in the page system quite apart from providing Polly with a rewarding experience.

Mrs. PADDEN. That is true.

Mr. **Wiggins**. If that is so, the question is the relevance of all that you have said because basically the bottom line is that it was a great experience for Polly.

Mrs. **Padden**. Well, I am sorry I overemphasized that, if that is your understanding, because I believe that, as I said, seeing history made, the insight that she has on how our country is run and, well, just on and on in that direction, you are going to see in this page school some fine young man or woman I think become either Congressmen or Senators or Presidents as a result of being here. I think it is a springboard for them to greater things.

As I said about Polly, when she found out that she could be here and do a job well, which I think she did, that she felt that the sky was the limit, that there was nothing that she could not try for and perhaps achieve, and I think that is important in young people.

Mr. **Wiggins**. I don't want to denigrate the notion that one of the fringe benefits of the page system is a training ground for future leadership types who have the personal zeal and incentive to take advantage of it. My guess, however, is that if we hired 18-year-old kids, we would also find some future leaders in that universe—that is, it is not unique to high school kids—and if we did hire 18-year-old kids or adults, we will say, we avoid many problems which cause us to be here this afternoon.

Mrs. **Padden**. Do you believe that 18-year-olds would not have any of these sorts of problems?

Mr. **Wiggins**. Of course, they would have all the problems of adults because they are adults. But you see this Congress assumes a responsibility when it sponsors a program for minor children and literally induces and entices them away from their homes and brings them to this city. We have some responsibility for them, and I don't think we discharge it by simply pointing to the parent and saying you signed a waiver, it is your problem. We have a role, a major role, if nothing else.

Well, we are not discharging that responsibility very well with respect to minor children, and one way to avoid that problem is not to hire minor children.

Mrs. **Padden**. I see. Well, I think you are missing a training ground, though.

Mr. **Wiggins**. I just suggest training other people a little older.

Mrs. **Padden**. Well, I suppose it could work. Certainly I would recommend that over senior citizens or hiring a delivery system, but I think it is too bad. I would be interested to see how this all comes out because I don't believe most of it and I have more faith in those people than has been shown in the press.

I think those young people can do the job. I think they can do it responsibly. I think with very little direction and rules to follow, that we can straighten all of this out.

I don't think it has to be major. I don't even, as I said before, think it has to be the dorm. I think that is a marvelous dream, but I don't know that it can be done. I hate for you not to put that faith in those people because I think maybe up to this point they have done it beautifully.

Mr. **Wiggins**. I understand.

Thank you, Mr. Chairman.

Mr. **Alexander**. Thank you, Mr. Wiggins.

Mr. Jankowsky?

Mr. Jankowsky. Thank you, Mr. Chairman.

Just to follow up a little bit on the points raised by Mr. Wiggins, the commission has considered the advantages of the services of the pages to the House and what might be the alternatives. We touched on just a minute ago the advantages that the pages receive from serving in the House.

In your opinon, as the mother of a former page and one who has observed the page system firsthand, do you think that the educational benefits that the pages receive from the House are better received at the high school level rather than at the college level?

Mrs. Padden. Are you saying that college age people would appreciate the experience here at the Capitol?

Mr. Jankowsky. The question is, does a high school page receive the educational benefits at a more optimum age than does a college-age page, or the other way around?

Mrs. Padden. I think that is true. That is what I was trying to say. I think that is important. I think by the time they are college age, they have gleaned from their education the direction they are going to take, but I think at this age, with a little exposure, that it does marvelously for them.

Mr. Jankowsky. Of your other four children, was any one of them offered a program at the high school level that was comparable to the page program in terms of educational benefits?

Mrs. Padden. No, I wouldn't say so. That our children have experienced, you mean?

Mr. Jankowsky. Yes.

Mrs. Padden. No. We had a child, our eldest, intern at Capitol Hill, but she was in Sacramento, Calif. She was a junior in college at the time.

Mr. Jankowsky. So as a high school program, the page program was the only one that you were aware of for the children?

Mrs. Padden. Yes; but it certainly has always been—it was how my husband thought would be sort of an enticement for a No. 2 child even when we were coming to Washington. I think it is something that people are aware of but never dream that they will ever be able to take advantage of. It is an education that you hope for your child that few of us get to see.

Mr. Jankowsky. And it was important to you to try to take advantage of that kind of educational benefit at the high school level rather than waiting for a later opportunity?

Mrs. Padden. Yes. When we came to Washington it was not——

Mr. Jankowsky. It wasn't the reason for coming?

Mrs. Padden. No; it was a gift from the sky, so it was an added thing that made our stay here pleasant.

Mr. Jankowsky. Thank you.

Thank you, Mr. Chairman.

Mr. Alexander. Thank you very much, Mrs. Padden, for being here with us today.

Mrs. Padden. I have enjoyed it.

Mr. Alexander. You have enlightened the commission. We appreciate very much your being here.

Mrs. Padden. I hope so.

Mr. Molloy. Thank you very much for being here.

Mr. Alexander. There are no other witnesses scheduled today. The agenda calls for the commission to take a field trip to inspect several prospective facilities for housing the pages, together with the school facilities at the Library of Congress and any other matters which we might decide to pursue today.

First, are we to have a review of what we are going to see?

Mr. Jankowsky. I think that is the order of business.

Mr. Ensign. Mr. Chairman, I have been asked to sort of come back and testify before you on a couple of matters. One of them was the status of the law that talked about vacating the Senate annexes.

At my last testimony I mentioned that legislation would be needed. Public Law 96-69, September 25, 1979, has this one paragraph in it. It was actually part of an act which established the ceiling on the Hart Building.

It said:

> It is further provided that such building and office space therein upon completion shall meet all needs for personnel presently supplied by the Carroll Arms, the Senate Courts, the Plaza Hotel, the Capitol Hill Apartments, and such buildings shall be vacated.

I think that means that should you decide that 128 C Street is a suitable site for a page dormitory, an act of Congress would be necessary to have it used that way.

Moving on to the next——

Mr. Jankowsky. May I ask a question, Mr. Chairman?

Do you see any problem in doing that?

Mr. Ensign. No; we anticipate no problem.

Mr. Jankowsky. And that is not obnoxious to the master plan?

Mr. Ensign. That is right.

Mr. Jankowsky. That would be supported by you and the Architect?

Mr. Ensign. Right. We don't anticipate a new Senate office building in the foreseeable future, and at least until such time that would be perfectly suitable to remain in that location.

Mr. Myers. But you haven't changed the date of making that space available?

Mr. Ensign. That is right, sir. We say the summer of next year or late spring of next year would be the earliest that that space could be occupied by pages.

Mr. Jankowsky. If there was a recommendation that the Senate facility be used for a page dormitory, would the Architect support that recommendation?

Mr. Ensign. We would support it from a physical point of view, facility point of view. It is adequate and appropriate for that purpose.

Mr. Jankowsky. Thank you.

Mr. Alexander. Thank you.

Mr. Ensign. We have two drawings here, Mr. Chairman. We just thought that as you went on your tour you could get some idea of what these spaces look like.

This is the Congressional Hotel. As you can see, a typical area which was an apartment had a bathroom in it, it had a kitchen in it, with all of the items in the kitchen. The equipment has been taken out, but there is a large area which, as we have noted here in some of those sketches, could easily house three pages, for instance, in one of these areas, and this way the two floors we see could give actually a total of 122 beds. We would expect that you wouldn't need all of that.

Mr. ALEXANDER. Mr. Ensign, is this the present configuration without alteration?

Mr. ENSIGN. This is the present configuration. The alterations have been minor on these floors, Mr. Chairman.

As I said, the bathrooms have remained. Some of them have had the tubs covered over, but they are there. The kitchen equipment has come out, so we would anticipate that that would be a storage area or ward room area.

Mr. ALEXANDER. So any cost that might be incurred would be minimal?

Mr. ENSIGN. Minimal.

Mr. ALEXANDER. Have you made an estimate of what minimal cost might be needed in order to convert the floors?

Mr. MYERS. We did that the other day.

Mr. ENSIGN. That is right. We figured the total cost of conversion would be $375,000, the major elements being two fire escapes.

Mr. ALEXANDER. I didn't understand the other day what part of the cost would be allocated to the fire escapes.

Mr. ENSIGN. I think our estimate is $175,000 for both of them.

Mr. MYERS. What would the $200,000 be for?

You had $175,000 for the fire escapes and it seems the other $200,000 for renovation.

Mr. ENSIGN. We had a figure of $60,000 for retrofitting the plumbing in there.

Mr. MYERS. I have been told that the plumbing is still there.

Mr. ENSIGN. The plumbing is there. All of the fixtures on the showers would have to be put back in, and certain changes in some of the rises.

Mr. MYERS. You can put in a lot of fixtures for $200,000.

Mr. ENSIGN. It is not the $200,000. We are already putting $60,000 in for the renovation of all of the apartments themselves. We have a figure of $175,000 for the fire escapes, a contingency factor of $15,000, which gives $250,000, and then we are estimating that $125,000 would need to be spent on furniture to procure the beds and the wardrobes, etc., which are not generally on inventory, and, of course, on the House side that would be a matter for the Clerk to pursue.

Mr. WIGGINS. Is the space being utilized now?

Mr. ENSIGN. Offices generally. There are two apartments in there.

Mr. WIGGINS. The code doesn't require a fire escape now?

Mr. ENSIGN. The code does not require fire escapes now as long as it is used.

Mr. WIGGINS. For offices?

Mr. ENSIGN. For offices.

Mr. WIGGINS. But if you sleep there, you have to have fire escapes?

Mr. ENSIGN. We would have to.

Mr. WIGGINS. I don't see the connection between safety in sleeping and working.

Mr. Ensign. There is a difference. There is a difference when a building is occupied in an office configuration with people there all the time, and alarms and everyone well aware of what might happen, and a place where people are sleeping and a fire can start.

Mr. Jankowsky. What happens now since there are two apartments occupied?

Mr. Ensign. Two apartments are occupied.

Mr. Jankowsky. With no fire escape?

Mr. Ensign. No fire escape.

Mr. Myers. 175 seems awfully high. Don't they prescribe tubes now rather than a stairway?

Mr. Ensign. This is a tall building, eight stories high, and the proposal would be to use the two upper floors so there would be two fire escapes going eight stories high. We have had our people check with the iron working companies in town and that is what their best guess is.

Mr. Wiggins. Is this location master planned for anything else?

Mr. Ensign. Yes.

Mr. Wiggins. What?

Mr. Ensign. This location in the future would be another House office building, should that need arise.

Mr. Wiggins. We haven't appropriated any money for that purpose yet.

Mr. Ensign. No, sir.

Mr. Jankowsky. You don't have all the land for that purpose, do you?

Mr. Ensign. We do have the land.

Mr. Jankowsky. For a new office building?

Mr. Ensign. We do. There is space in this location which is one of the possible options in the master plan; the land is there.

Mr. Molloy. Would the construction work be done in-house or would it be contracted out?

Mr. Ensign. We would do it in-house.

Mr. Molloy. The fire escapes would be a different story?

Mr. Ensign. The fire escapes we would probably generally purchase the materials and have it prefabricated out, but then we would use our construction branch people to put it up.

Mr. Molloy. And they could do the majority of the work in-house?

Mr. Ensign. They would do the majority of this in-house.

Mr. Molloy. Thank you.

Mr. Alexander. Anyone else?

Mr. Myers, do you have anything in addition?

Mr. Myers. No, thank you.

Mr. Ensign. Mr. Chairman, to give you a brief look at the second building we would be looking at, this is 128 C Street, and, as you can see, the configuration is quite a lot different, but the difference here would be that in this building you would occupy the entire building, so you get fewer residents per floor, but more floors, and once again this was an apartment building.

The bathrooms are in good shape. It is occupied now by offices, and this one needs only one fire escape which is indicated here in the corridor.

It already has the stair at one end so it only needs one other fire escape.

The cost of this one we estimate to be slightly less than the other, $290,000, and the major part is just because of the fact that we only need one escape, so I have no other things to present to you.

Mr. **Alexander**. Mr. Molloy?

Mr. **Molloy**. Which building could be prepared faster?

Mr. **Ensign**. HOBA-1. If we had authorization, we would immediately start to move and prepare places down in HOBA-2 for the people who would have to vacate from HOBA-1. And they would allow us to immediately start work.

As I said at the last testimony, I think by the fall we would be able to have people living in HOBA-1 but that would not be possible in this building at 128 C Street.

Mr. **Molloy**. In your opinion as a professional architect, would the living conditions in one building be more appealing to you than those in the other?

Mr. **Ensign**. Both are appropriate, but in my opinion this one would be appealing, be more appealing basically because we are dealing with fairly young children. We are breaking them up into smaller groups. Each floor has a lot less on it. I would think you would have better control.

As I say, we would be able to create dayrooms on each floor, and then you would have them in smaller groups living together on a floor.

I would think that from a matter of control, if nothing else, just a matter of control, that would be desirable.

As far as an architect, as far as construction, it makes no difference to us.

Mr. **Molloy**. Probably the answer I am looking for. Have you have seen both these buildings.

Mr. **Ensign**. Yes.

Mr. **Molloy**. We haven't, but we will have the opportunity today.

Would one building's living conditions be more appealing than just living in a bland dormitory? Would one have much more appeal to it?

Mr. **Ensign**. I think that I wouldn't say that, Jim. The apartments are fairly similar in nature, the interiors of it.

Once again I think that the fact of having mixed use occupancy, dormitory and office buildings, is generally less homey in character for them, but I think that once they are inside they would not notice that much of a difference.

Mr. **Molloy**. One last question. The 128 C Street building, do you forsee any problem separating the males and females?

This would be an easy problem if you were dealing with two separate floors.

Mr. **Ensign**. You have two separate floors. Once again, you would be occupying probably five floors of this for living, and you could separate the three and two or whatever you need.

Mr. **Molloy**. Are there elevators?

Mr. **Ensign**. There is a single elevator in this building.

Mr. **Molloy**. Thank you. Thank you, Mr. Chairman.

Mr. **Myers**. Only one elevator.

Mr. ENSIGN. One elevator in this building?

Mr. MYERS. For 100 kids?

Mr. ENSIGN. For 100 kids, that is right.

Mr. WIGGINS. Do these buildings have kitchen facilities.

Mr. ENSIGN. They have kitchens, and in most instances—let's say some of them have kitchens. In most instances they have been disconnected.

Mr. ALEXANDER. Mr. Jankowsky?

Mr. JANKOWSKY. Would you have to reconnect the kitchens?

Mr. ENSIGN. No.

Mr. JANKOWSKY. You wouldn't have to have a kitchen. If I understand the drawings, you have configured 128 C with two-man rooms.

Mr. ENSIGN. Generally these are a little bit more spacious. These two have two people in a room, right? There they generally have three. The reason for that, it seemed to be really not a very feasible thing to take three floors out of that building. You would lose a lot of office areas. Here since they are vacating and space is available, it was felt that we probably——

Mr. JANKOWSKY. This would generally have two people to a room?

Mr. ENSIGN. That is right.

Mr. JANKOWSKY. And this three?

Mr. ENSIGN. Yes.

Mr. ALEXANDER. Mr. Ensign, you are going to conduct a tour of these three facilities. In what order do you intend to show them to us?

Mr. ENSIGN. Actually, Mr. Chairman, there are only two facilities; this one and this one. I would think that from here we might want to go to the Congressional Hotel, HOBA-1, and the superintendent is standing by over there to guide us up to the seventh floor, and then after that we can leave and go over here.

If that suits you, that would be the way I would recommend it.

Mr. MYERS. Yes. You commented in your opinion that the building at 128 C, because it has five floors, would be more manageable. My experience here, having dealt with Federal bureaucracies, bureaus, agencies and commissions, leads me to believe that isn't true. We spent I don't know how many million dollars relocating the Department of Energy because they were spread out too much. They wanted to be under one roof. Now you are putting the pages on five floors. You say you can provide better supervision in the building with five floors than you can in the building with two floors. That doesn't sound right to me. You would have to have five people instead of the one or two you would need in the Congressional Hotel.

Mr. ENSIGN. If they did that, that is possible, Mr. Myers. I suppose that they could if they had three floors; they would have somebody, for males, for instance, they would have one supervisory for that and the other two——

Mr. MYERS. But then you wouldn't know what is going on. If you are on the fifth floor, you wouldn't know if something is going on on the fourth floor.

Mr. ENSIGN. That is true.

Mr. **Myers**. At Congressional they would know and could monitor the activity.

Mr. **Ensign**. That is a point.

Mr. **Alexander**. Mr. Jankowsky?

Mr. **Jankowsky**. On the other hand, if the mix stays 50/50 men and women, then the HOBA No. 1 would be better in that regard, but if the mix changes over the years, then the five floor configuration may give us more flexibility.

Mr. **Ensign**. That is true.

Mr. **Jankowsky**. And in that case you could have monitors on each floor.

Mr. **Myers**. What you are going to do, if you have 50/50 with five floors? Under equal rights we should have 50/50.

Mr. **Jankowsky**. Yes.

Mr. **Alexander**. We will rise to the occasion.

Mr. **Myers**. What we would do is build another building. You can't have an uneven number. You would have to have four or six.

Mr. **Alexander**. We will give you 5 more minutes, Mr. Myers, if you want to expand on that.

Mr. **Myers**. I yield my time. I am ready for action.

Mr. **Alexander**. We will reconvene at the first location in 20 minutes.

[Whereupon, at 2 p.m. the commission adjourned.]

PENDING BUSINESS

WEDNESDAY, JULY 28, 1982

House of Representatives,
Speaker's Commission on the Pages,
Washington, D.C.

The commission met, pursuant to call, at 1:30 p.m., in room H-128, the Capitol, Hon. Bill Alexander (chairman of the commission) presiding.

Mr. **Alexander**. The commission will come to order.

I apologize for the delay. The work of the commission is important, but somehow the markup sessions of the other committees have not taken that into consideration. I have had to attend two markups today on appropriation bills.

The next witness to appear before us today is one who is known to all of us, Dr. Freeman Cary, who has been asked to come and talk about the medical needs and services of the pages.

Dr. Cary, we welcome you here today. We realize we have given you short notice. It came to our attention yesterday that this was a subject that deserved attention. I understand that you may not have a written statement, but we would be pleased to hear from you on the subject of medical needs of pages and the attention that is given those needs.

STATEMENT OF DR. FREEMAN H. CARY, ATTENDING PHYSICIAN, OFFICE OF THE ATTENDING PHYSICIAN

Dr. **Cary**. Thank you for having me as a witness.

As you may know, I have been here now 10 years and 7 months. The last 9 years and 7 months of that have been as the attending physician.

Shortly after I became attending physician, having seen pages as patients in the first aid room, I was aware that we weren't giving them the medical attention that they needed. Many of them came by and visited with nurses to get some tender loving care.

So in late 1973 or early 1974 I went to Speaker Albert and then Senate Majority Leader Mansfield and told them that it was my intention to be more active in the care of pages and would like to be their primary physician.

They approved of that, and since that time we have sent out a letter to the parents or guardians of pages prior to their arriving in Washington. I would like to read you a copy of the letter that we send.

> Congratulations on the appointment of your daughter or son as a page in the United States Congress. Since the pages are youngsters away from home, we feel a particular obligation regarding the health needs and would like to offer health care

without charge to the extent possible in our office. They should be encouraged to use our office whenever the need arises. This medical care is unique in that the pages are the only Capitol patronage employees offered medical care other than first aid and emergency medical treatment.

I am enclosing authorization for you to fill out which will allow the staff of the Attending Physician to treat your daughter or son, and another form for you to send to your private physician for release of medical information upon your request. Please return the authorization form expeditiously.

Please forward any other pertinent medical information that might be helpful in your child's medical care.

In the event that there is a medical emergency, we will telephone you.

Then there is a release form that the parents sign and give to the doctor of the page so that medical information about the page can be forwarded. Then we have the form that the parents sign authorizing us to treat minor illnesses and emergency minor surgical procedures while a page.

Each page has their own chart, which we put information on and treatments, just like any private patient-doctor relationship would be. As I say, this is now about 8½ years of this system, and we have had a lot of pages in that time.

We feel that they welcome this type of service. The parents certainly do, and many of them have written us or telephoned us and thanked us for being kind to their child and looking after a medical emergency or referring the patient to the appropriate physician, and so forth.

Mr. ALEXANDER. Dr. Cary, do you feel that the staff that you have is adequate to provide for the medical needs of the pages?

Dr. CARY. Yes, I do.

Mr. ALEXANDER. Have you had occasion to assess the capacity—I mean the number of pages—that have come to you for medical attention and make a determination as to whether or not additional medical facilities are needed?

Dr. CARY. No, I have not made a formal assessment, but I know the type of load that exists in the first aid room where the patients are seen, and I know in general the numbers of pages that are seen there, and our staffing is adequate for that purpose.

They are provided the complete facilities of our laboratory, X-ray department and pharmacy, physical therapy, or are funneled into the special clinics that we have for members on a space available basis.

For example, orthopedic problems are seen, dermatological problems are seen by specialists that come here for the member clinics.

Mr. ALEXANDER. Assuming that the page system is continued in its present form, would you recommend any changes be made in the kind of medical services that are made available to them, or any reforms that might need to be considered?

Dr. CARY. I can't think of any. I have been associated with several university medical infirmaries, and it is essentially that type of operation that we run, except we don't have any in-patient facility.

Mr. ALEXANDER. Mr. Myers?

Mr. MYERS. Thank you.

Dr. Cary, have you had any serious instances since you have been a physician with pages?

Dr. CARY. Do you mean in terms of serious illnesses?

Mr. MYERS. Yes.

Dr. **Cary**. Yes, both medical and psychiatric, and I think we have handled it expeditiously in each instance. I have had some pages call me at home because they see the number to call in the event of an emergency in the directory, and they call my home and I advise them.

Unfortunately, at night we don't have much to offer them because they are not able to go into the military medical system, as members are, but we can send them to the emergency rooms of nearby hospitals and make sure they get proper care.

Mr. **Myers**. Mr. Chairman, this is a little out of line. Could we go off the record for one question?

Mr. **Alexander**. Yes. Off the record.

[Off the record.]

Mr. **Myers**. Back on the record.

One other question. Are the instances of physical problems any greater among teenagers than would be among college students or people more mature and even senior citizens? Where would be the greatest instance as far as problems, physical and emotional?

Dr. **Cary**. Teenagers are more likely to have physical injuries because they are active and are more likely to see those injuries: turned ankles, fingers jammed because of playing ball.

Mr. **Myers**. Not in the line of duty?

Dr. **Cary**. Not line of duty. We have foot problems in line of duty because they walk great distances and new pages often come with improper shoes and have a lot of blisters and aching feet the first few days, but I don't think they have any unusual types of illnesses.

There is, of course, mononucleosis, which is more common in that age group. Some of them are quite homesick and present at the clinic more often perhaps than they would if they were at home because they need to talk to someone and be reassured that everything is OK. But basically they are quite healthy.

Mr. **Myers**. Thank you.

Mr. **Alexander**. Mr. Molloy?

Mr. **Molloy**. Thank you, Mr. Chairman.

Doctor, I personally would like to thank you. I have worked with you in that capacity. I realize the amount of work involved in the thing. I know many cases—and this isn't the place to put it on the record—regarding the actual handling of pages and their medical treatment. We always get excellent response from Bob Moran, your administrative assistant, even outside of that area: recommendations for dentists and things such as that.

Can you characterize any difference between services given to a House and Senate page? You are not aware of any, are you?

Dr. **Cary**. No, sir. I don't know which is which.

Mr. **Molloy**. They all look alike.

Dr. **Cary**. They just have "page" on their lapel. Except when they come to pick up medicines for a certain person, then I would know which side they worked on, but I have no knowledge of which ones they are.

Mr. **Molloy**. You mentioned the reception you would have for a first aid or medical room in a hospital. I know you have a working relationship with Bethesda Naval Hospital. Is it possible to admit one of these pages in case someday one fell down and broke an arm or a leg? They could be admitted to Bethesda, is that right?

Dr. CARY. No, sir.

Mr. MOLLOY. They couldn't?

Dr. CARY. No, unless their parents are military.

Mr. MOLLOY. Not unless their parents are military?

Dr. CARY. Right.

Mr. MOLLOY. What would be the case, then?

Dr. CARY. They would be referred to Georgetown, George Washington, Capitol Hospital, or some other facility, depending on where they lived, what specialist we wanted them to see and so forth, but they are not entitled to any military medical care, except as I pointed out we do bring in these consultants that are military, and since they are here, we do take advantage of them out of the setting of the military hospital.

Mr. MOLLOY. If the system should continue, is there anything that you would like to have or request anything different? This question was covered by both Mr. Alexander and Mr. Myers. Are there any additional facilities that would be unique and that you would have to have for a teenager as opposed to a Congressman or an adult?

Dr. CARY. I think the only thing would be possibly some designated person to handle something at night that you could go to for referral at night other than just emergency rooms, someone who makes sure that the doctor has a personal involvement in the patient's care. Thus far, the emergency room referral has worked out quite well.

Mr. MOLLOY. Just one last question and comment. In this area, what we call privy to the Hill, how many hospitals are there?

Dr. CARY. There is Capitol Hill Hospital, which is just a few minutes away, and the Washington Hospital Center is the next nearest hospital, and then George Washington.

Mr. MOLLOY. You are not aware of any problem in getting one of these patients admitted on an emergency basis?

Dr. CARY. Oh, no.

Mr. MOLLOY. None whatsoever. I have no other questions. Again, I want to thank you.

Mr. ALEXANDER. Mr. Wiggins?

Mr. WIGGINS. Have you found out, Dr. Cary, that most of the pages subscribe to the voluntary health insurance available to them?

Dr. CARY. Many of them do. That is one of the items that is provided when they fill out this form.

Mr. WIGGINS. It is a voluntary program?

Dr. CARY. Yes.

Mr. WIGGINS. If they do not, there is no compulsion for them?

Dr. CARY. No. I am sorry, I misunderstood your question. I thought it was did they have health insurance when they came here. I don't know how many pages actually of the total number actually come to us for their medical care. I guess many of them are here for such a short time they are not sick.

Mr. MYERS. Or they are covered by family plans back home.

Mr. WIGGINS. Have any of the pages' psychological, psychiatric problems which you or others have diagnosed been induced by the job? Do you know of any such circumstances?

Dr. CARY. Not per se. I think it is sort of like future shock. A child from a small town where nothing much was going on suddenly is thrown into a big city with tremendous new things to do, new faces, become overwhelmed by it. That is job-related I guess in a way, but that is about the only circumstance.

Mr. WIGGINS. You and your nurses are acting in the role of a surrogate parent?

Dr. CARY. Yes.

Mr. WIGGINS. And providing counseling, I guess.

Dr. CARY. Right. Many of them after a day or two feel as comfortable here as someone who has been here for several months. I know when my own daughter was a page, she was pretty excited about her first few days, but after that she was real cocky and felt like she was an essential part of the mechanism of the U.S. Government.

Mr. WIGGINS. I think that is all.

Mr. ALEXANDER. Mr. Jankowsky?

Mr. JANKOWSKY. Thank you, Mr. Chairman.

Dr. Cary, you mentioned that in your facility you see patients and administer care without charge. How are the expenses allocated for your time, or any physician's time, for specialists' time, or for any medication that might be prescribed, et cetera?

Dr. CARY. The medical officers are paid by the Navy and Congress reimburses the Navy for their salaries, so the medical care provided by us to pages is paid for by the Congress.

Mr. JANKOWSKY. Is that on a per patient basis?

Dr. CARY. No. We are just there, and whether we see patients or not, but of course we never have that privilege.

Mr. JANKOWSKY. Is there any strain on your facility by virtue of your seeing pages?

Dr. CARY. I haven't seen any instances where we were overtaxed. There have been a few times I guess where there have been emergencies where we couldn't go to see them right away, but in that particular instance it wasn't deleterious to their health.

Mr. JANKOWSKY. And that is including medication prescribed?

Dr. CARY. Yes, sir.

Mr. JANKOWSKY. If you refer a page to a specialist or to an emergency room, how is that cost allocated?

Dr. CARY. Then the parent's health plan is to pay for that. That information we have in advance and send it along with the patient to the hospital, their medical insurance policy number and so forth.

Mr. JANKOWSKY. So it is covered either at home on their parent's policy or they can voluntarily sign up as a congressional employee——

Dr. CARY. Yes.

Mr. JANKOWSKY [continuing]. For the health insurance program that the Congress offers?

Dr. CARY. I can't answer that question, whether they are entitled to that or not.

Mr. **Jankowsky**. In any case, you determine before they even get here——

Dr. **Cary**. If they have health insurance.

Mr. **Jankowsky** [continuing]. What their health insurance situation is?

Dr. **Cary**. Yes.

Mr. **Jankowsky**. So in the event you refer them to an emergency room, they are covered?

Dr. **Cary**. Yes.

Mr. **Jankowsky**. And there is no question about it?

Dr. **Cary**. Yes.

Mr. **Jankowsky**. I think those are all the questions I have at this time.

Mr. **Alexander**. Dr. Cary, I would like to ask Mr. Tim Harroun, who is the manager of the Republican Cloakroom, to come forward and join us at the table. I would like to ask some questions of you.

Dr. Cary, while the Ethics Committee investigation of allegations concerning actions of former pages is a separate jurisdiction from the scope of this inquiry, I personally feel that the things that you said a minute ago concerning pages and the lack of drug use by the pages is relevant to this inquiry and I would like to ask it for myself. Please respond to the question of whether or not pages have a drug problem.

Dr. **Cary**. I don't know of any personally.

Mr. **Alexander**. Have pages come to you for your care because of drug-related problems?

Dr. **Cary**. I know of none.

Mr. **Alexander**. How would you characterize the observation of the pages so far as alleged drug abuses are concerned?

Dr. **Cary**. As I say, I have not seen the instances of drug abuse and I personally have no knowledge of any, but as I tried to indicate, most of my day is spent seeing Members. My two assistants do most of the care of the pages, but they have not told me of any such instances.

Mr. **Alexander**. Mr. Harroun is here. Would you just keep your seat here because we might want to ask some questions. Mr. Harroun is here as manager of the Republican Cloakroom.

STATEMENT OF TIMOTHY HARROUN, MANAGER, REPUBLICAN CLOAKROOM

Mr. **Alexander**. Mr. Harroun, you have heard the statements by Dr. Cary. You are the manager of the pages on the Republican side. How would you respond to the standard of health care that is provided to the pages? Do they need more health care, about the same that they receive now, or less health care, and what comments would you have to make in response to those questions?

Mr. **Harroun**. I think they are getting fairly adequate health care. On one or two occasions the pages themselves have felt that they haven't, but I haven't seen any evidence that they are lacking in health care.

Mr. **Alexander**. You heard Dr. Cary's statements concerning health care. Would you care to comment on anything that he said with reference to the care that the pages are receiving?

Mr. **Harroun**. I have had occasion a couple of times to take pages that he referred to, to the hospital. I did not know that the information was forwarded to the hospital. I have had a little bit of trouble in the emergency room, but I am not a parent, I am not a guardian, the doctors know they are coming but the people that are filling out the forms in the emergency room don't know that they are coming, so there have been a couple of problems from an administrative point of view.

Mr. **Alexander**. You have been to hospitals yourself and tried to work out the administrative details. Is it about the same as it is for everyone else?

Mr. **Harroun**. They are certainly interested in that aspect as to who is going to pay. If it is myself or a member of my family, it is relatively easy because I can take the responsibility. I have a Blue Cross card. But with a page, when you are dealing with a parent that is 3,000 miles away and all you have is a number on the back of an envelope, sometimes there is some difficulty.

Mr. **Alexander**. Based on your experience, what recommendations would you make to the commission to improve the administration of health for the pages?

Mr. **Harroun**. I don't think I have any specific recommendations other than perhaps an attempt at a little better coordination that is needed when a page is sent to the hospital.

Mr. **Alexander**. What recommendations would you make to achieve that?

Mr. **Harroun**. When I was a page they didn't have the medical form that Dr. Cary mentioned today. I didn't know they had it when I first became manager. That is paramount. Trying to get parental permission sometimes with long distance telephone calls at different hours of the day, that had to be done.

I really don't know the administration of the hospitals. I have only dealt with Washington Hospital Center. Normally the doctors are informed that the pages are coming down. Maybe the doctors at the hospital can advise the emergency room personnel that these people are coming and have someone standing by.

Mr. **Alexander**. Mr. Jankowsky?

Mr. **Jankowsky**. Would it be helpful, assuming the commission elects to recommend centralized housing so that pages are living in one area, to have preregistration for all pages at several hospitals in that area. Would the problem then be largely eliminated? They do have preregistration in emergency rooms, don't they?

Dr. **Cary**. I think some do, yes.

Mr. **Jankowsky**. Then a preregistration system would be an option. Also, as Dr. Cary indicated, if somebody was on duty in his office at night specifically for medical emergencies, they could have information as to the status of the pages and/or their medical insurance.

Mr. **Alexander**. Mr. Myers?

Mr. **Myers**. How are emergencies handled elsewhere? Young people aren't necessarily just in Washington. They are traveling throughout the country. If there is an emergency, how does a doctor or a physician handle this if they don't have their parent's consent?

Dr. **Cary**. If it is a true emergency, they go without their consent. If it is a ruptured appendix or some severe automobile accident where they have to do emergency surgery or something where the patient's health is paramount and they can't wait to obtain consent, then they go ahead.

We have done that ourselves when we felt that consent would take too much time to get and would endanger the patient's health.

Mr. **Myers**. If you will continue to yield, did you ever have parents that refused to give you this consent in advance?

Dr. **Cary**. In advance? Not in advance.

Mr. **Myers**. I mean to make the agreement in case there is an emergency?

Dr. **Cary**. No.

Mr. **Myers**. Parents always do this. We could make that contingent upon their service.

Dr. **Cary**. This reads "minor illnesses and emergency minor surgical procedures". Appendicitis we have to notify the parents.

Mr. **Myers**. Couldn't you have, as Mr. Jankowsky recommended here, a letter to each one of the hospitals in the Washington area stating that you are the physician, and have on file these documents? Wouldn't that suffice for them to admit them without having to go through all that Tim is talking about? You know the medical regulations, hospital regulations.

Dr. **Cary**. That is a problem at Bethesda Naval Hospital. We send a congressional patient out sometimes and the redtape of someone not being familiar with how the system is supposed to work. I think it would help, but there is always paperwork.

Mr. **Alexander**. Mr. Molloy?

Mr. **Molloy**. Doctor, would you submit those forms that you have for purposes of our record?

Mr. **Alexander**. Without objection, they may be admitted.

[The information follows:]

THE ATTENDING PHYSICIAN,
Congress of the United States.

Congratulations on the appointment of your daughter as a page in the U.S. Congress. Since the pages are youngsters away from home, we feel a particular obligation regarding their health needs and would like to offer health care without charge to the extent possible in our office. They should be encouraged to use our office whenever the need arises. This medical care is unique in that the pages are the only Capitol patronage employees offered medical care other than first aid and emergency medical treatment.

I am enclosing an authorization for you to fill out which will allow the staff of the office of the Attending Physician to treat your daughter, and another form for you to send to your private physician for the release of medical information upon your request. Please return the authorization form expeditiously.

Please forward any other pertinent medical information that might be helpful in your son's medical care.

In the event that a medical emergency arises, we will telephone you.

Yours sincerely,

FREEMAN H. CARY, M.D.

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Yours sincerely,

FREEMAN H. CARY, M.D.

THE ATTENDING PHYSICIAN
CONGRESS OF THE UNITED STATES

FREEMAN H. CARY, M.D.
F.A.C.P., F.A.C.C., F.A.C.C.P.

____
(date)

AUTHORIZATION FOR RELEASE OF MEDICAL INFORMATION

I, hereby authorize and request that any or all of my medical records held by:

____
(name)

____
(address)

____

be released to:

The Attending Physician
(name)

U. S. Capitol Room H-166
(address)

Washington, D. C. 20515

REMARKS: ______________________________

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(Signature)

THE ATTENDING PHYSICIAN
CONGRESS OF THE UNITED STATES

FREEMAN H. CARY, M.D.
F.A.C.P., F.A.C.C., F.A.C.C.P.

(DATE)

I (We)
(NAME OF PARENTS OR GUARDIAN)

do hereby authorize my (our) minor (son) (daughter) to be seen professionally by the Attending Physician to the U.S. Congress, members of his staff and consulting physicians for treatment of minor illnesses and emergency minor surgical procedures while (he) (she) is serving as a Page in the (U.S. House of Representatives) (U.S. Senate).

(SIGNATURE)

PLEASE FILL OUT THE INFORMATION BELOW

ALLERGIES:

IMMUNIZATIONS:

PERSON(S) TO BE NOTIFIED IN CASE OF EMERGENCY:

Name:
Address:
Telephone Number:

PRIVATE PHYSICIAN:

Name:
Address:
Telephone Number:

MEDICAL INSURANCE COVERAGE: (INCLUDE POLICY NO.)

71-[illegible] U.S. GOVERNMENT PRINTING OFFICE

Mr. **Alexander**. Mr. Wiggins?

Mr. **Wiggins**. The attention that you are able to provide is just the tip of the medical iceberg. I think of all of the possible disabilities which can beset a person of any age, and I wonder just where a path of providing for comprehensive medical care to a page will lead us.

Does the problem of dental care arise frequently?

Dr. **Cary**. Well, yes.

Mr. **Wiggins**. And of course you can't respond to that, I take it?

Dr. **Cary**. Not other than refer the patient to a private dentist.

Mr. **Wiggins**. Are there any other unique medical-related problems that come to your attention that are beyond your normal capabilities?

Dr. **Cary**. No, I don't think so.

Mr. **Wiggins**. Just dental?

Dr. **Cary**. Yes, sir.

Mr. **Wiggins**. That is all.

Mr. **Alexander**. Mr. Jankowsky, do you have any questions?

Mr. **Jankowsky**. Do you have information from the page's parents so you can reach them in case of emergency?

Mr. **Alexander**. Yes.

Mr. **Jankowsky**. Is that on file already?

Dr. **Cary**. Yes.

Mr. **Alexander**. Does anyone else have any questions?

Mr. Molloy?

Mr. **Molloy**. One last question.

Doctor, you mentioned your daughter was a page. In light of these allegations and the handling in the press, if you could backtrack when she was in the age bracket, would you have any objections to your daughter becoming a page?

Dr. **Cary**. No.

Mr. **Myers**. What if you lived in California? How would you feel?

Dr. **Cary**. I would be worried because they are living by themselves, especially at the age that my daughter was when she was a page. I was here at work every day. I knew where she was, knew where she lived, and knew what their regulations were regarding when they could have visitors and so forth.

I think if I didn't know of that, I would be worried. A lot of young people are not able to handle all of the sudden freedom, don't know how to behave.

Mr. **Myers**. Tim may have some comments other than on the medical side.

Mr. **Alexander**. Before we leave Dr. Cary, and since we have gone into the question of the doctor's position as a parent, and since you already said that you would worry, would you care to make some recommendations as a parent of a former page as to how the system could be improved to alleviate some of those concerns?

Dr. **Cary**. Well, I would certainly like to have their domicile more carefully supervised, if they were coming in and staying there, did they have a curfew. It is inconceivable to me that a 14- or 15-year old child would not have some sort of restrictions about when they would be in, but I am not sure how to accomplish that.

I know a dormitory situation would be ideal, where they would have proctors and someone that could check the presence of the pages, but I understand the financing of such a thing would be pretty enormous.

Mr. MOLLOY. You mentioned 14- or 15-year-olds. Would you feel better if it was 16 or 17 years old?

Dr. CARY. Somewhat, because at the age of 18 they are better adjusted to reasonable responsibility and freedom.

Mr. MOLLOY. Doctor, your background is the Navy. Do they take people in the Navy at 17 years old? Is that right?

Dr. CARY. I don't believe so anymore.

Mr. MOLLOY. We have had other witnesses respond—and you would probably be even better with your medical expertise and as a parent—concerning the age of pages: 14, 15, 16, or 17 years old.

Would you care to comment on whether a 14-year-old might not be as able to cope with this as would a 16- or 17-year-old? Does that increase with age?

Dr. CARY. In most cases it does. As we get older, we all get more experienced, and I think we are able to cope with temptation better. Of course, it depends a lot on what the background is that they come from.

Mr. MOLLOY. Obviously.

Dr. CARY. Some kids are going to resist every temptation because of the way they were brought up. Others are going to jump at the first chance they get to cut loose. It is hard to know whether——

Mr. MOLLOY. I have no other questions.

Thank you, Mr. Chairman.

Mr. ALEXANDER. Are there further questions?

Mr. MYERS. No. Tim may have something to say.

Mr. ALEXANDER. Dr. Cary, thank you very much. You are welcome to stay, if you would like.

Dr. CARY. I have got an appointment. Excuse me.

Mr. MOLLOY. Doctor, thank you.

Tim, we would be pleased to hear from you on anything that you would like to say.

Mr. HARROUN. I just have a few observations, mainly on the question of college age versus high school age pages and which is the ideal age for a page to be. I know you covered this earlier in your hearings.

I was a page. I graduated from page school about 8 years ago. Shortly after I graduated I went to work for another department here in the House of Representatives that did employ college age employees.

While I don't think there is any question that the older employees can physically do the job, the question is with what kind of diligence would they undertake their tasks.

I have heard a lot of people in these hearings say that it is a wonderful experience to be a page, and I concur wholeheartedly. I thought it was great. But the pages exist to provide a service, as we all do, for the members. I saw working in this other department, the quality of the service was not quite as high as it is under the present page system. There were mistakes made and there were no real attempts to correct the mistakes.

The employees would often question instructions. They were just not pleasant to work with, and as a manager, I would think that if you want to hire them as pages, if indeed they would work the same way, you would require more on-the-job supervision than you need now with the current system.

I also have a couple of questions, not that I want them to be answered now but I would like the members of this commission to ask themselves during private deliberations.

If you do go to the higher age pages, would those of us who would then have the responsibility for implementing this new system be required to let them off to go to school? How would they structure their schooling around their work?

Mr. MYERS. If they were college age?

Mr. HARROUN. If they were college age. Would we have to let them go downtown to class, and would we have to give them time off to study for their exams?

Mr. MYERS. Do you do that now for high school students?

Mr. HARROUN. No. They go to school in the morning, but outside of that they work for us. I know of no college classes that start before 8 in the morning, and I know I had this problem myself trying to go to night class. I missed a lot of night classes because the House was in late.

If we were required to let them off for school, if you wanted to maintain the level of service that we now have, I think you would have to hire more pages.

Mr. WIGGINS. May I interrupt?

Mr. HARROUN. Certainly.

Mr. WIGGINS. Let's go back in history. Let's suppose we were sitting in this same room, which probably looked the same way in 1920, and an employee said, "Mr. Congressman, my 12-year-old employees perform better than 18- or 19-year-old employees. They are more amenable to instruction. They don't challenge what I tell them to do. They are less trouble. Therefore, I would like to keep them."

That manager may choose to run a sweatshop somewhere. We would laugh at him, wouldn't we? Now why shouldn't I laugh at you? I don't intend to, but tell me a reason why I should not have the same response to the same argument.

Mr. HARROUN. First of all, we don't run a sweatshop.

Mr. WIGGINS. Is that the difference? I mean as a national policy I don't suppose that we draw the line on sweatshops in terms of children in the work force, but you know. Go ahead. That is a reason.

Mr. HARROUN. Well, I can't give you a reason why you shouldn't laugh at my answer. I am just making the observation. I have worked as a 16-year-old employee, I have worked as a college-age employee and now I am a manager of 16 year old employees. I have seen the three sides, and I am just pointing out my observations of what works best.

Mr. WIGGINS. It probably does. I think it is probably beyond dispute that a 16 year old is a more pliant, malleable employee than an adult. He is less likely to challenge instruction, less likely to ask questions. He is easier to dominate, if that is the word, and I don't mean in a pejorative sense, but to manage, as it were.

But we don't seem to accept those arguments in the work force generally because we just think it is inappropriate for children to work more than so many hours a day, at least during a school day. I think that is the law.

It doesn't affect Congress, of course. We have been excepted. But, I think that it is national policy, that you can't work a child more than 3 hours on a school day, no more than 10 hours in a school week or some such standards.

Mr. **Jankowsky**. Would you yield?

Mr. **Wiggins**. Of course.

Mr. **Jankowsky**. Tim, on the other side of that coin, given the nature of the page job, which hopefully involves some element of education, is it your view as a manager that the duties of the pages are more, or less, difficult than the normal work assignment that he might have outside the Congress in the general work force?

Mr. **Harroun**. As a 16 to 18 year old?

Mr. **Jankowsky**. Yes.

Mr. **Harroun**. It is probably no more difficult. It is no more physically demanding. It is a little bit harder in the beginning, to learn the job, it might be a little bit more mentally difficult.

Mr. **Jankowsky**. In your position as the Cloakroom manager, is it a correct characterization that the page's schooling, his work and his general exposure to the legislative process are all part of the total system? And, if so, then the total system should be measured against what work he might do in the general work force?

Mr. **Harroun**. I think it is all part of the total system in-house. You are comparing his work with work of Capitol Hill or his schooling with schooling off Capitol Hill? Maybe I don't understand what you are saying.

Mr. **Jankowsky**. I am trying to find a basis for comparison. I am asking whether or not in your view the job of a page is a "normal job" that is comparable to the job of a 16-year-old in the general work force outside of the congressional arena or whether or not the comparison breaks down because we are comparing an outside job to the total page experience. Is it like trying to measure apples and oranges?

Mr. **Harroun**. I don't know that you can compare the job as I think you are trying to compare it with somebody that bags groceries or works in McDonald's. I don't think that physically we are asking our pages to do any more than managers of a McDonald's or a grocery chain would be asking their employees to do, but certainly from the total experience, I think if you take a 16 year old that flips hamburgers at a fast food chain and a 16 year old that works here, the one that works here is probably getting more from his experience.

I think it is wonderful that they gain a lot from their experience. I think that is great. I don't think that is the point of the program. The point of the program is to provide a service to the members.

Mr. **Wiggins**. If I could interrupt just for a second, Joel, you expressed a concern about just how it would work with college age kids. Your question suggested to me that you envisioned a system in which there were college students working here on the Hill as pages and also somehow trying to maintain their academic program in a college. The two seem to you to be a bit inconsistent, and I can understand that.

As a practical matter, you confine the program to local colleges because of physical proximity to the Hill, the classes and so forth, but I think that we have two models or three models, and I am not personally wed to any one of them yet. I don't think I am.

One is to establish an age standard for employment on the Hill as a page, and I think one possibility is 18 years old or older, up to the maximum employable age for any other Federal employee, and I take it that we would be subject to all of the various civil rights titles and terms as to who we hire.

It may be illegal to confine employment to one distinct class; that is, college kids. You would have to offer employment to whomever came in and wanted the job, was willing to accept the pay and so forth.

If we follow that model, we don't worry about the classes. They are employees first. They can gear their college program, if they are college students, to whatever free time they have available after they get through with work.

A lot of people do that. They go to college at night or whatever, but in short, the program does not tailor to their college program. Rather, the individual tailors his educational desires to his work schedule.

Mr. HARROUN. May I respond?

Mr. WIGGINS. Sure.

Mr. HARROUN. I understand what you are saying. The House of Representatives and certainly the Senate does not lend itself to that type of thing.

Mr. WIGGINS. Why not?

Mr. HARROUN. All I am asking in the question, I assume perhaps erroneously, is that if you went to older pages, they would still be appointed the way they are appointed now, by members.

Mr. WIGGINS. Don't assume too much.

Mr. HARROUN. For the purpose of answering the question, I have to make some assumptions. Let me not go through all that. Let me just ask the question if and when you do sit down to discuss whether or not you are going to raise the age to college students, there are certain management aspects that those of us who have to implement the program are going to have to know so we know how we are expected to work this system.

Mr. WIGGINS. I am sure we will share our thoughts with you on that matter before we heap new burdens on you.

To go to a second scenario, let's forget about college kids as a discrete class of pages. They are eligible like everybody else. We just have 18 years old or older, adults. How they are selected is another issue, and we will get to that.

Another scenario is that there be a college program for college kids. Now, I don't see any way to work that except in connection with a summer in Washington program sponsored by the local school, and I don't have any favorite as to which school. However, I think we have to have the full time of a college kid for the time that he is a page and see that he gets credits as a part of a summer in Washington, or a semester in Washington.

I don't think it would work, otherwise. You can't have a full-time page and a full-time college student going to class, but I suppose that we could fashion a program tied into one or more local colleges.

They could provide the housing and all of the other things that we, in effect, offer as an opportunity for 100 college kids to come down for a semester and to serve as pages as part of their summer in Washington.

That scenario would avoid the problems of when do they have time to go to school, because they wouldn't be going to school in the classic sense. They would be serving as pages as part of their educational experience.

There are probably other scenarios, but in short, it really depends upon which scenario we adopt as to whether you have a problem.

Mr. HARROUN. That is true. I would like to at least sit in on your meetings when you discuss the implications.

Mr. JANKOWSKY. If you will yield, just because we hire 18 year olds doesn't mean we have to hire 18-year-old college students. You can hire noncollege adults, and you wouldn't have the problem you have expressed.

Mr. WIGGINS. We could have physical requirements that would limit them to this age. You would have to accept the possibility that a spry 76-year-old could qualify.

Mr. JANKOWSKY. Schooling, as you said, doesn't necessarily have to be debilitating to doing the job. It would be up to them and no one else.

Mr. ALEXANDER. Mr. Molloy?

Mr. MOLLOY. Tim, at what age were you a page when you came here?

Mr. HARROUN. I was 16.

Mr. MOLLOY. Where did you come from?

Mr. HARROUN. Binghamton, N.Y.

Mr. MOLLOY. And then you stayed on. You weren't part of this formal intern college program, which we referred to as the L. B. J. program?

Mr. HARROUN. No.

Mr. MOLLOY. You went to work some places other than the Hill?

Mr. HARROUN. Yes.

Mr. MOLLOY. Do you feel that you benefited as a 16-year-old page more than you did when you were say 17, 18, or 19 years old? Can you reflect on that?

Mr. HARROUN. Do I feel now?

Mr. MOLLOY. In looking back on it, in other words, was it a more rich or rewarding experience at 16 years old as a page than it was when you were working here at 18 or 19?

Mr. HARROUN. I thought the page experience was much better.

Mr. MOLLOY. If you were in a position to pick an optimum age—we have heard a lot about that—what would you think would be a good age for a page?

Mr. HARROUN. I think junior and senior high school.

Mr. MOLLOY. That would be in the 16 to 17 year age bracket?

Mr. HARROUN. Yes.

Mr. MOLLOY. How long have you been a supervisor up there?

Mr. HARROUN. Five years.

Mr. MOLLOY. Have you supervised any 14-year-old pages?

Mr. HARROUN. No.

Mr. MOLLOY. Any 15-year-old pages?

Mr. HARROUN. No.

Mr. MOLLOY. So, a lot of the remarks about going back to 14 and 15 year olds don't exist so far as you know in the House at all?

Mr. HARROUN. I can't address that. I haven't run across it.

Mr. MOLLOY. In your own experiences as a supervisor, you have never had 14-year-old pages?

Mr. HARROUN. No.

Mr. MOLLOY. You have not had 15-year-old pages?

Mr. HARROUN. Not to the best of my knowledge.

Mr. MOLLOY. You characterize the system as to 15 and 16 year olds as it exists now?

Mr. HARROUN. Yes, sir.

Mr. MOLLOY. No further questions.

Mr. WIGGINS. A young lady who is a Democratic patronage page wrote a letter to the commission in which she criticized the partisan patronage aspects of appointment. The point she made is that Republican pages were overworked relative to Democratic pages.

The impression I got was that the Democratic pages ran errands for the Democratic side and the Republican pages ran errands for the Republican side. There were more Democratic pages, and so forth, but the point is that Republican pages were overworked.

First of all, can you comment on the accuracy of that problem? Then I would like to have your observations about this notion of appointing pages by patronage and the patronage process.

Mr. HARROUN. I really have no firsthand knowledge about running of the errands. I deal with the cloakroom, answering the telephones and floor information.

Mr. WIGGINS. Do you have a like number of pages in the Republican cloakroom as the Democrats have in the Democratic cloakroom?

Mr. HARROUN. I have five, and I think the Democratic cloakroom has six, so proportionately probably the Democratic pages are more overworked than ours.

Mr. WIGGINS. Who is the best person to answer the question raised by this letter?

Mr. HARROUN. I think Jim Oliver.

Mr. WIGGINS. As soon as we finish, I would like to ask Jim this.

The other thing, do you have an observation about nonpartisan appointment of the pages?

Mr. HARROUN. Mr. Wiggins, I have lived with this process for about 10 years, and I really haven't thought about a nonpartisan/bipartisan process for appointing pages. I assume you could sit down in a room with a bipartisan committee and they review applications and appoint pages that way, assign them on an equal basis.

Mr. MOLLOY. Would you yield for one second?

Mr. WIGGINS. Yes.

Mr. MOLLOY. You supervise both Democratic and Republican pages?

Mr. HARROUN. I have. I don't have any Democratic pages working for me now.

Mr. Molloy. But you have in the past supervised both?

Mr. Myers. In the cloakrooms? I thought we kept them strictly by party in the cloakroom.

Mr. Molloy. Ninety-nine percent of it.

Mr. Harroun. We do get some Democratic appointed pages that are assigned to our bench.

Mr. Myers. The bench?

Mr. Harroun. Yes, sir. We rotate our pages in the cloakroom, and those Democratic appointed pages that have worked for a year on our side of the aisle, around graduation time we let them come to the cloakroom. They have worked for us for a whole year. I don't see why we should treat them any different.

Mr. Wiggins. Nobody characterized them as any different. The sponsor is a Democrat.

Mr. Molloy. That is what it comes down to.

Mr. Wiggins. Kids are about 90 percent Democrat, 10 percent Republican.

Mr. Harroun. These are labels we use.

Mr. Alexander. Any other questions?

Mr. Wiggins. I don't think we have an answer for the record. Are you satisfied with the patronage method of selection of pages?

Mr. Harroun. I am. I have no problem.

Mr. Wiggins. That is an answer. Good enough.

I don't have anything further.

Mr. Alexander. Any further questions by anyone?

Mr. Myers. Why can't we bring Jim up? I have one question that both Jim and Tim could possibly help answer about absenteeism, regarding their work on the floor and school, if there have been any problem of absenteeism.

STATEMENT OF JIM OLIVER, MINORITY CHIEF PAGE, OFFICE OF THE DOORKEEPER

Mr. Oliver. If I could address that right away, we like to have the kids account for the times they are absent in terms of a note from their parents if they live in the area or a note from the doctor's office, which is why perhaps Dr. Cary's office may be sometimes overcrowded with kids the first thing in the morning.

I try as best I can not to leave it to the page's judgment not to come to work, but to have medical or parental authority that is certified.

Mr. Myers. That is how you handle it once they decide they are ill, but how about frequency of absenteeism. Does that present a problem?

Mr. Oliver. In the past year I had one case of a girl who just was sick almost every other day. Her father would write her a note every other day. It is a little bit of an exaggeration. It is another case where a Democratic page was assigned on the Republican side.

I notified the Democratic Chief Page. He talked it over with the Congressman sponsoring the girl. There was still no real resolution of her absenteeism, except to say that perhaps we could bear with it. I thought that to be excessive. I don't think we have any other real serious problems in terms of absenteeism.

Mr. **Myers**. How about school? Was this the school or the floor you are talking about?

Mr. **Oliver**. That was on the floor, but it is roughly the same force for school. We monitor attendance at school by getting a daily attendance list. We notify the pages that they have a dual responsibility, to attend both school and work, unless they have some excuse. If they have no excuse, it would be within our prerogatives to withhold their salary for that day.

It happens really very rarely that we enforce that, but it is one of the options that we have available, if we perceive a problem in attendance either at school or at work.

Mr. **Myers**. But your response to my question is that it is not a problem then as far as having enough pages and it doesn't present a problem as far as the student sloughing off, not doing the job?

Mr. **Oliver**. That is right.

Mr. **Myers**. With those one or two exceptions?

Mr. **Oliver**. That is right.

Mr. **Myers**. Thank you.

Mr. **Alexander**. Are there further questions?

Mr. **Wiggins**. Did you see that letter, incidentally?

Mr. **Oliver**. I didn't see that letter.

Mr. **Jankowsky**. That is a good question. If I may, I will read the pertinent part.

> Modification of the page system is a more equitable distribution of the services of the pages between majority and minority parties. At the present time there are three times as many Democratic pages as Republicans. This results in inefficient service. While Democratic pages often have no runs for up to 30 minutes at a time, the Republican pages are forced to work nonstop. I feel this situation could be corrected by uniting the two separate page systems. * * *

This is a handwritten letter from one of the pages.

Mr. **Oliver**. I make no apologies for working Republican pages nonstop, but I don't believe that they are overworked.

Mr. **Wiggins**. Is the other half accurate, that relative to Democratic pages the Republican pages are overworked?

Mr. **Oliver**. Yes. If I can continue, my guess is, as is the case with probably about 90 percent of all the pages, they have really started to work just after this year's high school graduation in the middle of June.

It is at the same time that we have 20 additional page positions authorized for the summer months. Occasionally, even in addition to that, high school kids are allowed to work as pages even though they may be on a Member's payroll, or even a Member's child with no pay.

The summertime is an ideal time for kids who are out of school to work with the Congress in this type of position. The fact of the matter is we are overloaded with pages. It is just that the Republicans are overloaded less.

We still have enough to do the job efficiently. We still borrow from the Democratic appointees to fill out our ranks. Since we have the 12 school-year appointment, seven 30-day appointments in two groups, for a total of 19 at any given time, and we may borrow another half a dozen from the Democrats, if we found ourselves in a position where we didn't have enough pages to do the job, we could probably borrow as much as 5 or 10 other pages from the Democrats to do the job.

I find it manageable in a smaller group, and I think the numbers that we have are still sufficient to meet the demand.

Mr. WIGGINS. I get the impression that you haven't answered what is really troubling me; that is, that Republicans are forced to work harder around here than the Democrats.

Mr. MYERS. That is not only pages.

Mr. WIGGINS. I may agree with you, but it should not be a job requirement.

Mr. OLIVER. Some people think it is the other way around. The committee notices and distributions by committee are normally made by the majority pages. That presents them with more burdens of responsibility than we have.

Mr. MOLLOY. Would you yield on that? I am somewhat familiar with the assignment thing. There are peaks and valleys, and we plan certain things for a certain number of pages. Obviously there is a maximum number in there. Because of the system, we wind up all the time with the maximum number.

On Friday the kids work pretty hard. Summer pages are not indicative of what we get from the page system. It is a work program for teenagers, and it does go up and down. I might grab a certain kid today and the kid would laugh at you.

I had what we call these "take fives." You have no problem at all. You catch the same kid on Friday and he is completely exhausted because of what has happened with the system.

We plan for a maximum. This is a perfect example of what is going on right now with anticipation, awaiting the tax bill and all of that. We are not sure that we have enough, but you have to have this. Whether you have a messenger service or college kids or anything else, you still have to be prepared to meet an onslaught of legislation because it does happen.

Mr. WIGGINS. There is the Democratic whip notice and there is the Republican whip notice practically turned out.

Mr. MOLLOY. Yes.

Mr. WIGGINS. You are talking about the chore of distributing this.

Mr. MOLLOY. That is just one point.

Mr. WIGGINS. I know that, but to use it as an illustration do only so-called Democratic pages distribute the Democratic whip notice and only Republican pages distribute the Republican notices.

Mr. MOLLOY. To the best of my knowledge, they don't.

Mr. OLIVER. Each side assembles its own package.

Mr. MOLLOY. But there will be an overlapping of the thing. That is the way I understand it. Correct me if I am wrong.

Mr. OLIVER. In what respect?

Mr. MOLLOY. They will use Democratic pages to distribute Republican whip notices.

Mr. OLIVER. Only to the same extent that we have Democratic pages working for us. Once they are assigned to the Republican side, then we have our contingent, and we use that.

Mr. WIGGINS. How many pages, regardless of their sponsorship, do you have?

Mr. OLIVER. Roughly 20 at any given time.

Mr. Wiggins. Twenty versus fifty?

Mr. Oliver. That is about right, yes. There are 71 pages altogether.

Mr. Myers. I think to be precise, it is 19 and 52, isn't it?

Mr. Wiggins. The 19 is the Republican sponsorship?

Mr. Myers. Nineteen and fifty-two.

Mr. Oliver. There are 12.

Mr. Myers. You had seven, as I recall, last year borrowed from the Democratic side. We only have 12 regular pages.

Mr. Molloy. I would like to correct that, though. It is not a borrowing process. There are *X* number of bodies. Any time a request comes for additional pages, if needed, we will send them over there. There is not a case of "you can't have them because this is the Republican side and this is the Democratic side and we are going to have this number." That is not the case. Correct me if I am wrong on that.

Mr. Oliver. That is correct.

Mr. Molloy. Has that ever come up?

Mr. Oliver. No.

Mr. Molloy. The other thing is this. Let me clear this up. We have had occasions where we will have a large workload, and I supervise nine different areas up here on the Hill. We also have, although we can't have them privy to the floor, deliveries.

The budget comes down from the White House. We will take other employees from other parts of the Capitol or employees per se in the Capitol and they will assist in delivering.

In other words, the budget is a good example. We will take and drop them off at the three buildings. If it is a big enough thing, we will drop them off on five or four floors and then they are picked up by the pages.

Mr. Wiggins. Is there a nonpartisan reason why the ratio of pages should be out of sync with the ratio of the parties?

Mr. Molloy. I know of none. I might direct that to Mr. Myers.

Mr. Myers. Yes, there isn't, but on the other side of the coin, up until not too many years ago, the majority party appointed all the pages. In other words, in the Senate now there wouldn't be any Democratic pages and in the House any Republican pages.

Mr. Wiggins. I am trying to think of a better way.

Mr. Myers. That is the purpose of this commission.

Mr. Wiggins. I can understand possibly that the leadership party may have 75 percent of the responsibility and you may have to have far more than your numbers would justify because of special problems.

Mr. Myers. Of course, you have those appointed by the Speaker: Speaker's pages.

Mr. Molloy. One.

Mr. Oliver. The other two are called documentarian. They sit on the other side of the rostrum.

Mr. Molloy. They don't get involved with the system, the bells and so on.

Mr. Wiggins. Do you have any comments about the method of appointment?

Mr. Oliver. I would say as long as the standards are met, even to have a B average in their school, recommendations and a fine record, the actual process of whether the appointment is based on political affiliation or anything else is of no matter to me.

Mr. JANKOWSKY. Can I ask a question just to clear this up. As a practical matter, if I understood Jim's question and your answer, it doesn't make any difference, that is, if the Republican whip has a mass distribution, and the Democratic cloakroom has virtually no runs, do you just call over there and say, "I have got a mass distribution, give me 15 pages." They send them over and you do it?

Mr. OLIVER. I would not normally do it that way, actually.

Mr. JANKOWSKY. How would you do it?

Mr. OLIVER. I would cope with that problem with the pages I have at hand.

Mr. JANKOWSKY. If you couldn't cope with the problem, it was so massive and you had to get it to every Republican member within 1 minute.

Mr. MOLLOY. That is probably once or twice in the Congress.

Mr. JANKOWSKY. My question is, as Mr. Wiggins said, is there a partisan barrier that prevents you from using Democratic pages? Is that a practical problem?

Mr. OLIVER. I would say that the leadership itself feels more confident having a partisan distinction, that they would have more confidence in the job getting done by someone in my position who in addition to reporting to the Doorkeeper is responsible to the minority leader.

Mr. WIGGINS. I conclude that you are the cause of the problem.

Mr. OLIVER. Working the Republican pages?

Mr. WIGGINS. Yes, because you are a good loyal Republican apparently, and, by golly, we are going to get the job done with the Republican pages, and there are not enough of them, so we will work them too hard.

Mr. MYERS. Why wouldn't that come from a Republican page then?

Mr. WIGGINS. I gather from the letter she is speaking for others. She is a Democratic page.

Mr. OLIVER. I would also like the record to show that I think particularly during these summer months our pages take five occassionally. I don't think the letter can be taken literally.

I also make the effort to make what we have referred to here as enriching experiences in terms of going to the top of the Dome, taking a picture out in the front yard once in a while, trying to see that the kids themselves have other opportunities.

Those kinds of things do take a little bit of time away from their work time but we make it up later, so that they have some souvenirs and memories to show for their time here.

Mr. WIGGINS. Before you leave, I think, you are the source of something I need to know and the record needs to know. I want to quickly take you through a day, not in the summer, but in the regular school year. The pages first go to school?

Mr. OLIVER. That is right.

Mr. WIGGINS. They are discharged from school at or about 9 to 9:30?

Mr. OLIVER. 9:45.

Mr. WIGGINS. Where do they then go?

Mr. **Oliver**. They report to the pages cloakroom. They drop off their books and coats in a room in the basement, and report to the House floor no later than 15 minutes after their last class ends.

Mr. **Wiggins**. As a group? All of them together?

Mr. **Oliver**. Well, it works out that way. Individually, they still travel as a group.

Mr. **Wiggins**. Now as I understand it, of that total group, you have got some of them as bench pages and they have a job to do?

Mr. **Oliver**. That is right.

Mr. **Wiggins**. How many are bench pages?

Mr. **Oliver**. Roughly, for me, speaking for the Republican side or in general?

Mr. **Wiggins**. Total, if you can give it to me.

Mr. **Oliver**. We can work backwards. If you start with the 71 pages, 1 works for the Speaker, 2 are documentarians, 5 are overseers, 6 work in the Democratic cloakroom, 5 work in the Republican cloakroom; probably about 6 are Democratic floor pages, stay on the House floor, and then the remainder would be your runners.

Mr. **Wiggins**. I want to focus on runners. The others have sort of specific assignments, but the runners react ad hoc to kind of targets of opportunity. When a message must be delivered, they are there to deliver it. Where do they maintain themselves? Where do they go and wait for their message?

Mr. **Oliver**. When they are in the Capitol Building they would report to the House floor. When they are not in the Capitol Building, they call to the House floor from the last office in which they delivered something.

Mr. **Wiggins**. But they all start. This is roughly half the pages, I gather, though I haven't added all this up?

Mr. **Oliver**. Yes; it should be even a little more.

Mr. **Wiggins**. About 50 percent, in effect, take off after 10 o'clock to start their appointed rounds?

Mr. **Oliver**. That is right.

Mr. **Wiggins**. And if they don't have an assignment, they wait here on the floor.

Mr. **Oliver**. That is right. But it doesn't take very long to get an assignment.

Mr. **Jankowsky**. If you will yield. As I understand it, outside each cloakroom there is a little desk. Do you dispatch the pages from there?

Mr. **Oliver**. We do.

Mr. **Jankowsky**. Either from the floor or from the last office, so theoretically at least the overseer, or whoever is the dispatcher, knows virtually where every page is, or where he should be, all the time.

The pages have a base on the floor. They are dispatched from there, and if they are not running a message, they are supposed to be on the floor sitting by the desk ready to go. So they are not without a solid place, without supervisors knowing exactly where they are every minute. Is that right?

Mr. **Oliver**. We keep a record of the calls received, the assignments made to pages, and both of those by time. We know roughly when we have made an assignment to a page, and in writing down the assignment we estimate how long that particular errand should take.

Mr. WIGGINS. Could you bring in a couple of pages or a couple of days' assignments of pages? I am curious to know where they go, who sends them, not in terms of names but whether they are leadership-generated documents or whether they are individual member-to-member kind of documents. I am curious to know, and I presume it is all written down.

Mr. OLIVER. It is, yes.

Mr. WIGGINS. And you have access to it.

Mr. OLIVER. Do you want it at this moment?

Mr. WIGGINS. No; I don't want it at this moment but I want to see it.

Mr. ALEXANDER. Would you want to make it part of the record?

Mr. OLIVER. You might get a whole stack of slips.

Mr. WIGGINS. In what form does it come, this size paper [indicating]?

Mr. OLIVER. There is a very large sheet where assignments are written by, and times.

Mr. WIGGINS. In 1 day, how many pages would it be?

Mr. OLIVER. One large sheet to keep track of all of the assignments. Each individual call to our desk gets one slip of paper.

Mr. WIGGINS. If you brought in 1 day's worth of paperwork physically, is that quite a pile?

Mr. OLIVER. No; I would say it would be about 200 little slips of calls, between 200 and 300, and the 1 large sheet of assignments. Our additional paperwork would include receipt forms for those deliveries for which we require signatures, and another receipt form for roughly 100 or 200 flags that we would deliver during the course of a day.

Mr. WIGGINS. That is apparently a pretty big job, flag deliveries, isn't it?

Mr. OLIVER. It is. It keeps one page busy most of the day delivering just the prior day's flags that have been flown over the Capitol for the House Republican side.

Mr. MYERS. Who flies the flags?

Mr. OLIVER. The Architect's Office.

Mr. MYERS. Pages do not?

Mr. OLIVER. No; we are satisfied just to deliver them.

Mr. WIGGINS. But the Architect's Office does that?

Mr. OLIVER. Yes.

Mr. WIGGINS. I have seen those flags being whipped through. They fly.

Mr. MYERS. I thought I saw pages walking out there one time when they fly the flags.

Mr. OLIVER. I am hoping that it was the pages assigned to fly the flag that signifies the House being in session.

Mr. WIGGINS. Is there any reason to think that the record—I am asking you now for 1 day—would be substantially different than the records of the Democratic side?

Mr. OLIVER. I would say that the Democratic side may have more records just as they have more pages, but it should be comparable.

Mr. WIGGINS. The work of Democratic pages is not significantly different than the work of Republican pages?

Mr. **Oliver**. No, it is not.

Mr. **Wiggins**. I would like to see that.

Mr. **Alexander**. Jim, if you could present that to us, we would appreciate it. We may not want it for the record, depending on the space it consumes, but for whatever purpose Mr. Wiggins would like that.

Mr. **Wiggins**. I will tell you what my purpose is. I think it would be useful at least to me in thinking of alternatives to providing delivery service. Maybe pages are the most efficient way to do it, but if I had a feel for what we are talking about, at least it opens up some vistas of alternatives.

Mr. **Alexander**. Thank you.

Mr. **Myers**. I have a couple more questions. The number of 71 has been with us for a little time now. But, of course, following upon what Mr. Wiggins was talking about, at this very moment I am sure you could go over to the Rayburn Building and those benches down there, where the trolley sits, you would find a bunch of pages.

We understand we have more pages this summer because it is an opportunity for kids out of school to come in and visit their Capitol and maybe there is more of a workload in the summer months. Between you and Tim, how long have we had this figure of 71 pages? And is that the right number to have?

Mr. **Oliver**. To the best of my recollection, we added 10 pages to the page corps about 5 years ago, anticipating the opening of House Annex No. 2, and when I was a page 15 years ago the House page corps was at 50, so in the intervening 10 years there had to be another increase of 10 or 11. I think 71 is adequate.

In some respects I think we could use more pages, because I don't think the page corps, in looking at just absolute figures, the page corps has not grown in the same proportion that the congressional staff has grown. It has not grown in the same proportion that the physical Capitol Grounds have grown, in terms of trying to get to Annex 2 way over by the Freeway, but I think that with the 71 pages we have we meet our demands.

I should add that during the school year it is more difficult to meet our request than during the summer when we have more pages and even members' offices have more interns. There are probably considerably greater numbers of people that do the same amount of work that would be required during a school year. So I would find the job to be more difficult in the fall months.

Mr. **Myers**. Tim, do you have anything you want to add to that?

Mr. **Harroun**. No. We seem to get the job done with the number of pages we have. We are operating in a little bit more confined space than Jim's pages operates under. If we added pages, they would be running into each other.

Mr. **Myers**. Suppose you took two away?

Mr. **Harroun**. I don't think you would be able to handle the workload.

Mr. **Wiggins**. If you took part of the workload away?

Mr. **Harroun**. If you took part of the workload away, stop the people from calling in?

Mr. **Wiggins**. You could do that.

Mr. **Myers**. You see what happens, Chuck, in case you have forgotten: Your office calls in here and they say they want to see Congressman Wiggins, so that is handed to one page. The page has to find you, whether you are down here or you are out getting your picture taken on the steps. Wherever you might be, that page has to pursue you, and find out where you are on the Capitol.

So if every bell is ringing, asking for different pages, the pages run short. That is where you take a lot of your time delivering messages to the Members, so there is a lot of time consumed.

Mr. **Wiggins**. If you are wedded to the system, there is a lot of time consumed.

Mr. **Myers**. If you didn't have the system, how would the committee get ahold of a Member and inform him of a vote? How would you do it?

Mr. **Wiggins**. Find out how much it costs to put another column on the board up there.

Mr. **Oliver**. Someone suggested that the other day.

Mr. **Wiggins**. Have the light go on if you are wanted. Every once in a while you look up on the floor.

Mr. **Alexander**. Let's talk about the need for a service. That is a fundamental question we have. Do we need a service, a page service? Has it been outmoded with time and technology?

Mr. **Wiggins**. I think the answer to that is going to be yes.

Mr. **Alexander**. What is the answer to the question: "Do we need a service, or has it been outmoded?"

Mr. **Wiggins**. I think the answer is that we do need a service. However, I think a lot of the functions that are performed and may be defended as part of the tradition, if you really look at them objectively, can be done more economically and efficiently.

I think, for example, the messenger service, which is more than 50 percent of the total job, can be performed in large part by the mail. I have been thinking about whether to ask you to call the Postmaster as a witness. I am concerned whether or not you can have the equivalent of a postal patron mailing within Congress, because the problem is addressing the damn thing.

Mr. **Alexander**. Let me respond to you with another question. When I first came here we had the equivalent of a post office strike. President Nixon called out the National Guard to deliver the mail. Do you remember that? Let's assume that that condition prevailed again. Would that interupt the function of Congress?

Mr. **Wiggins**. In that kind of an emergency, we have enough personal staff to take care of anything that I can foresee. Ideally, I wish the Members would discipline themselves to use personal staff for the occasional running of a letter down to so-and-so without the easy dialing for a page. The page system is an easy thing for the secretarial staff to call upon, when they have got plenty of personnel who could take care of it very quickly themselves.

Mr. **Alexander**. My staff does take care of normal things.

Mr. **Wiggins**. I wish, further, that we could discipline the Members and their staffs to take a look at the absolute necessity of instant delivery for routine mail, and if they could live with overnight delivery, and they probably could. If they could put it in the mail, we would have the staffing system that I think the post office assures would get the letter there the next day within the same building. It would be humiliating to admit otherwise, but I think that is right, you could.

It takes some discipline to use the damn thing. If you do that, I suspect you could cut a lot of the page service to the essential part of the page service, which is the extraordinary messages that are of an emergency nature. But the thing tends to grow and it becomes relied upon repeatedly for routine functions.

Mr. **Molloy**. Regarding that, about 3 years ago I went to House Administration and asked for an increase of 10 additional pages, not related to this letter. The kids were burdened in some areas and, you know better than I as a former Congressman, it is very difficult to monitor what goes on within the framework of the office. The guidelines are there.

Very seldom is the question raised about it, and I think the two former pages here can tell you there have been some abuses built into the system. I don't have a way of correcting that, unless it is self-discipline within the office. It is very difficult. It has been a thing that has just grown. I see the problem. I realize the problem and understand your interest in it.

Mr. **Oliver**. I would like to say there are some things that I have excluded from our service like "Dear Colleagues" since there is an established apparatus for sending our "Dear Colleagues."

Unless I am convinced that the letter is of such a timely nature that every member must have one within a couple of hours, I would do my best to convince whoever is calling that the post office delivery should be sufficient, normally within 6 hours.

Mr. **Wiggins**. Will the post office take a "Dear Colleague" letter?

Mr. **Oliver**. It is not even necessary for them to be in envelopes or to be franked. If there is a cover letter from a member to the Postmaster requesting either distribution to all members, distribution to either Democrats or Republicans, and that may be the extent of that distinction, that can be done.

Mr. **Wiggins**. Or committee members?

Mr. **Harroun**. They don't go down as far as committees, just partisans.

Mr. **Alexander**. Would you like to hear from the Postmaster?

Mr. **Wiggins**. I don't know if it is necessary to bother all of you with that. I was going to talk to the staff. Maybe somebody can find out the extent to which they are capable or do provide what we might regard as some of the routine.

Mr. **Alexander**. We have got a fundamental question as to whether you want to go outside the system for service or you want to keep the service within the system, which is more subject to control and to the whims and orders of the institution itself.

Mr. **Oliver**. I think we would do well, if you would, to look into how the Senate operates their pages. I think they are considerably more restrictive in the kind of things that they will deliver. They deliver no flags. They will take no requests for delivery within an office building.

Mr. **Wiggins**. How are the flags delivered?

Mr. **Oliver**. I am not even sure.

Mr. **Molloy**. Office staff. Here it has just grown, not to say it shouldn't be, but I think you would have to have some weaning off of this system. I have been here 13 years and I have seen it from the first day I got here, but in the Senate we looked into that. Our flag business is a massive volume business. It is coordinated and the logistics are handled by the pages. Whether they should do it or not, I have very serious question. I don't say they should do it.

Mr. **Alexander**. Flags is certainly one item where time is not of the essence. That function could be excluded from page delivery.

Mr. **Jankowsky**. Jim, do you set priorities when you get messages or requests?

Mr. **Oliver**. I do.

Mr. **Jankowsky**. So there is some self-policing?

Mr. **Oliver**. There is. Priority is given to material to a Member on the floor. A second priority would be material at the request of the leadership, which in some cases does make it useful to have a partisan division. Special attention is given to official documents delivered to the floor, like bills for the hopper and remarks for the Record. There is then probably a very general category of almost everything else, and my last function really is flags.

Mr. **Jankowsky**. So if you have several requests in at the same time, an office who wanted or needed a page for what we would characterize here as a very routine, should-go-by-the-mail request, and it is not anwered because you are using pages for a whip message, then I guess as a self-policing result that office, when they don't get a page for 2 hours, use self-help by resorting to office staff or whatever?

Mr. **Oliver**. They may. At the same time, by this arrangement of priorities with the staff I have, only on the very busiest of days would anyone wait more than a couple of hours for anything other than flags.

Mr. **Jankowsky**. But if they thought they should have a page in 10 minutes and it actually took 30 minutes and they were dissatisfied, their remedy is self-help, use their office staff. As he said, they have that remedy any time and the page dispatcher sets a priority, and if they are last according to his priority——

Mr. **Alexander**. As a practical matter, I can testify as a Member, the page system is too slow for many matters and if it is a matter of urgency, you dispatch someone from the staff to attend to it. If it is a matter which requires more expeditious delivery than that, you attend to it yourself.

Mr. **Jankowsky**. The pages are caught in the middle. They may not be fast enough, they may be too slow.

Mr. **Alexander**. I need to attend another meeting at 3 o'clock, which I have canceled a couple of times. Could we spend a minute on where we go from here, gentlemen? Do we need additional witnesses?

Mr. **Myers**. Does this need to be on the record?

Mr. **Alexander**. It is all right with me. Do you want it on or off the record?

Mr. **Wiggins**. Off the record.

[Whereupon, at 3:15 p.m., the commission adjourned.]

PENDING BUSINESS

WEDNESDAY, AUGUST 4, 1982

House of Representatives,
Speaker's Commission on the Pages,
Washington, D.C.

The commission met, pursuant to call, at 11:15 a.m., in room H-128, the Capitol, Hon. Bill Alexander (chairman of the commission) presiding.

Mr. **Alexander**. The commission will be convened and come to order.

We will hear first from our colleague, Congresswoman Lynn Martin of Illinois, who has expressed an interest in the page system.

Please, would you join us at the witness table and proceed in any fashion you wish?

STATEMENT OF HON. LYNN MARTIN, A REPRESENTATIVE IN THE CONGRESS FROM THE STATE OF ILLINOIS

Mrs. **Martin**. Thank you very much.

I will not read the statement. All of you did go to school, better or worse than the school for the pages, so you can read. I think the statement can be covered more quickly, because of the vote coming, by just summarizing.

Mr. **Alexander**. Without objection, it will be admitted. You can refer to it in any way.

Mrs. **Martin**. What I am suggesting is an interest that does not have a partisan basis or even one that is necessarily connected to the purpose of this commission. But old teachers never die, I am afraid they don't even fade away, so my interest is as an ex-high school teacher and also as a mother of teenagers.

Someone in my office with an extraordinarily ironic sense of humor suggested that, because my second daughter is 13, I was going to be able to look forward to 6 more years of teenagerhood, which is possibly the greatest falsehood ever put in testimony.

My idea is quite simply that we have an opportunity to do something special. There is no question that the pages are here to benefit the Congress, but if a situation was made that those pages be of a certain age range that affects schooling, we incur a responsibility for that schooling.

I think it should be special and good. My recommendations can be synopsized in this way:

One, it should be only 1 year of school. There is no way this body or any body can run a multiyear school with any degree of success.

Two, it should take advantage of the very special things we can offer here. It should be the junior year, which is traditional in all curriculums for being the American study year, American literature, American history, which obviously makes sense to study in Washington.

Three, it should be limited to the youngsters who can move with an accelerated schedule, which I suspect most pages can; that is, the ordinary outstanding young person that is sought; one language, no electives, all requirements, a secondary language that they could never get in their home town, whether it be New York City or Rockford or German Valley, Chinese, Swahili, varying it every year, that special thing that is Washington.

Four, forget this foolishness of having them at school every morning at an ungodly hour and doing nothing. Face the reality as these kids will eagerly do—well, eagerly, perhaps, I shouldn't use that term.

Mr. **Myers**. Your kids are different than mine.

Mrs. **Martin**. They should go to school all day Friday, for instance, and all day Saturday and most times of the year all day Monday and ignore when we are in session, Tuesday, Wednesday, and Thursday.

These are the kinds of kids that can be given independent study, especially in American literature, and in those areas where reading is more important than good classroom participation.

Also, face the fact that you have some of the best teachers available around here, and if for any reason that you want congressional input or help—I know you are worried about the school being accredited. Don't worry about the wrong things, gentlemen. That school can be accredited, and every school in every district will accept their junior year when they go back to their senior year.

The foolishness of being concerned about that, put that down about ninth priority. That can be done easily. Make it so special that everybody in the district would like to go.

Yes; I will use the awful word, you have to act in loco parentis. I believe there has to be some way of housing the youngsters separately, not because boys and girls should remain apart, but there is no need to make it too easy for them. We take away all the fun by doing it that way.

I suspect that although the word "quota" is awful, it is quite possible to have a dorm and that is the girls and that is the boys and the next vacancy happens to be for a boy.

There are outstanding youngsters, boys and girls who would be eager for the opportunity. I won't tell you how to pick the pages, but I will tell you you have a chance for a terrific school, a terrific junior year.

Take advantage of it so it is appealing not only in the West but in the East, too.

[The statement of Mrs. Martin follows:]

STATEMENT FOR SPEAKER'S COMMISSION ON PAGES, AUGUST 4, 1982

Mr. Chairman: Thank you for allowing me to appear before this Commission. I am pleased that the House is paying much needed attention to a problem that has for some time had the seeds of major crisis. I commend the Speaker for recognizing this and appointing such a panel to correct any elements of the program that need revision.

Most of my remarks are from the perspective of a former high school teacher and of a current mother of teenagers. While I have had few years of experience in Congress, I have many years experience with teenagers, and look forward to another 6 years of having a teenager in the house. If you want to verify my expertise, or lack thereof, you're welcome to check with Julia, age 21, or Caroline, age 13.

My suggestions for upgrading the Page Program center on education, and other changes that would be required by such a focus.

First: I recommend that the Page School offer only one grade—Junior Year High School. This school should be one of the best in the country, offering accelerated courses in Math, Science, English, and Social Studies. I believe it should offer two languages—French as the standard language, and a more unusual one, i.e. Chinese or Swahili, on an alternative program depending on availability of teachers.

Second: School would be the primary focus of the Page Program. Attendance and performance would be carefully monitored. No longer would a year as a Page be considered a lost one in a scholastic sense. I think this school should be one worthy of national acclaim. Just because we don't schedule ourselves wisely is no reason we cannot schedule our students.

Third: Limiting the Progam to High School Juniors would automatically create a smaller age range among the pages. Most would be 17, but of course some would be 16 or 18.

Fourth: Pages should have dorms with adequate supervision and guidance. At the risk of sounding old-fashioned, I even believe there should be separate dorms for males and females. Seventeen year-old kids should probably be shielded from the coed dorm in any circumstance, but the Congress must go extra lengths to avoid the appearance of impropriety.

Fifth: To avoid overcrowding and under-utilization of either dorm, it may be necessary to set quotas for males and females. Half and half is the obvious suggestion.

These changes would probably substantially alter the selection process for Pages and curb the almost total freedom that individual Members have when recommending Pages. There would be academic requirements to be met, and possibly even a quota problem if all the female slots are filled making it necessary to recommend a qualified male instead of a female, or vice-versa.

On several occasions, when approached by friends or constitutents about recommending their sons and daughters as Pages, I have said my advice is "no". I would not allow my daughters to be in the program. I have, therefore, recommended no one for the program, nor do I intend to do so in the foreseeable future.

If the changes I have outlined are made, I can foresee the Program becoming an extremely sought after and prestigious honor—one for which I would have no hesitation in recommending to my friends and constitutents.

Thank you, Mr. Chairman.

Mr. **ALEXANDER**. Based on your recommendations, I might apply for admission.

Mr. **MYERS**. As a teacher or a student?

Mr. **ALEXANDER**. As a student.

Mrs. **MARTIN**. It wouldn't be that hard. Indeed, Members of Congress should be visiting teachers in American history and in Constitution.

Mr. **ALEXANDER**. We have a vote pending. Does anyone know the time remaining?

Mr. **MYERS**. You have about 7 minutes.

Mr. **ALEXANDER**. Do you want to ask some questions?

Mr. **MYERS**. Yes. I think Lynn has introduced an interesting perspective, concerning the educational aspects, one of the most important parts.

You spoke of the junior year. I take it that we can extract from your testimony that you would continue the page program with teenagers. You wouldn't consider using senior citizens or other ages, college age, et cetera. You would prefer the teenager.

You see no real problems with bringing teenagers to Washington?

Mrs. MARTIN. At the risk of losing every teenager's vote, even those near 18, there are incredible problems with teenagers just by definition. That happens when they are 13. They wake up the next morning and they are trouble.

Once you exclude that, I can't figure out any way you could use college kids. Senior citizens have a great deal of wisdom and a lot to offer. I would say most of the page duties, what they do, would be a waste of that kind of wisdom, but it requires the kind of physical stamina that I think would be difficult for senior citizens. It would be a cruel hoax, as a matter of fact.

Mr. MYERS. As a Congresswoman here in your second year——

Mrs. MARTIN. Not very long.

Mr. MYERS [continuing]. And as you testified mother of teenagers, would you like your kids to come here? If so, at what age, supposing you are not here and with the housing conditions as they are today?

Mrs. MARTIN. That is what I looked at. You may have noticed, there has never been a page request from me because as it stands now it is not something I would allow. I have told that to friends and supporters. I would not let my own kids come here. If they could do something like this, I would have to leave Congress before they would be eligible, and I would love it.

Mr. MYERS. In the Senate, some do that.

Mrs. MARTIN. That isn't the way I would do things.

Mr. ALEXANDER. Are you saying Congress has neglected its responsibility to the pages?

Mrs. MARTIN. Say that again?

Mr. ALEXANDER. Are you saying that Congress has neglected its responsibility to the pages in providing proper academic excellence, proper supervision and proper housing?

Mrs. MARTIN. There are, I suspect—Catholic theology embodies sins of omission and commission. I don't think the Congress or this committee and the Congress as a whole is guilty of any sins of commission, that we have deliberately done. It is just that our first responsibility in office, it isn't to the pages. As a priority in most congressional lives, they are very low. But there is still that responsibility, so we have not done enough.

I think that every Member of Congress wants it to be special, even if they don't have the time, I suspect—I don't know how much testimony you have had on it, I don't know how many ex-teachers you have talked to—but I think every Member of Congress wants the page system to be something his or her office could be extraordinarily proud of.

Mr. ALEXANDER. The committee will stand in recess for 10 minutes so we can vote. [Recess.]

Mr. JANKOWSKY. I understand the chairman is delayed on the floor. Since we do not want to hold up Mrs. Martin, maybe we can proceed with questions.

Mr. Myers?

Mr. MYERS. I think that Lynn had not completed her response to my question about sending her daughters here if she were still in Illinois and knowing what she knows now about the present page system.

Mrs. Martin. Under present circumstances I would not allow my daughters here, nor have I recommended to any of my friends or even acquaintances or nonacquaintances.

Mr. Myers. Even the children of your friends, you wouldn't want hère?

Mrs. Martin. Well, even that, but in an election year, even Democratic kids I wouldn't want.

Mr. Myers. That is a pretty serious charge against the page system.

Mrs. Martin. I have told, in fact I have had requests, and I explained I didn't feel comfortable doing it. This is long before any of the current hub-bub, whatever was discovered about that.

Mr. Myers. One response may be you are not senior enough.

Mrs. Martin. No; I would never.

Mr. Myers. That is easy. Everybody else does.

Mrs. Martin. I frankly wouldn't recommend anybody because I don't think it was very good overall and as a school system for a lot of these bright kids just wasn't good enough. They deserve better.

Mr. Myers. We had a discussion yesterday and because of that discussion there were a lot of conclusions made on what we had decided to do as a commission.

Mrs. Martin. Oh, you have decided?

Mr. Myers. There have been some suggestions. What is the normal starting period for school in the fall semester and spring semester? Is there a normal period of time for that to start or an average date?

Mrs. Martin. The average date in my area has gotten earlier. It used to be traditional to start school the Tuesday after Labor Day across the United States. Now you are seeing the first days entering the high school prior to Labor Day, 2 days, and they don't do anything but pass out books. Schools, excluding snow days in the northeastern areas, are ending about June 6, graduating seniors a week earlier.

Mr. Myers. What about the second semester? When would that begin?

Mrs. Martin. The second semester would start, I can remember pretty well—my second child was born the day after that, when I stopped teaching—and the second semester would start approximately January 23, and February 1.

Mr. Myers. OK.

Mrs. Martin. Somewhere in that area. In high school, you come back after Christmas for 2½ weeks before finals, where with college students you move to tests before Christmas.

Mr. Myers. Would that be true in all the school systems, rural as well as urban?

Mrs. Martin. I can speak only to my basic area of northeastern Illinois, and that would include Chicago. I can't say there is much difference. It is very different for pages. The high schools retained that traditional time clocking, though.

Mr. Myers. Your recommendation, to summarize your statements, is to continue with a program similar to one we have today, but to limit it to the junior year in high school. Have you any suggestions on the length of term that a page should be here?

Mrs. **Martin**. If you limit to one year, you have only two choices, either the entire year or one semester. That I think could be up to the committee. I would tend to think a year, but I can see advantages in a semester. That would allow more time back in school. You would have to structure the classes slightly differently if it were one semester, however, and the advantage of 1 year for the students again—not the Congress, for the students—is they would still get their credit for a year of English, in this case American literature, and not find themselves going back if they served here the first semester and go back and not find that they were in the second semester at their home schools in a whole different reading area. That would be the advantage of a year.

Mr. **Myers**. One final question. You spoke briefly about accreditation. I believe you said you would not be concerned about the school being accredited. Do you see any value in keeping the school in the District of Columbia system?

Mrs. **Martin**. I think it is ideal if it is accredited, but I don't think changes should be made with that somehow strange threat that seems to scare people far more than it deserves for this kind of a school hanging over its head.

I am saying don't not do something good because someone says what if that would affect accreditation and if you can do it with the District schools and you like it that way, I don't see that as a terribly meaningful thing.

Mr. **Myers**. I need to rephrase my question. You are recommending junior year. If a child spends junior year at a school that is not accredited by some institution and then returns to an accredited high school, will that junior year be accepted by the accredited school or will the child have to go beyond the ordinary 4 years?

Mrs. **Martin**. I will let you do a great deal of research, but suffice it to say I cannot envision a school in my district not accepting the junior year with the Congressman from the district being a party. Schools aren't quite that dumb yet.

Mr. **Myers**. I think mine may be. I don't know. I wouldn't be sure I could get that past them.

Mr. **Alexander**. Mr. Molloy?

Mr. **Molloy**. Thank you.

Mrs. Martin, I agree with your remarks. I thank you for taking the time to appear before the commission. As a former high school teacher, I can identify with your statements.

You mentioned in your testimony—and Mr. Myers alluded to it, too—the relationship of 1 year, the junior year, to a semester. If you had a choice as a teacher, which would you pick, the one semester or the full junior year?

Mrs. **Martin**. All the high schools I have taught—I have taught in five different high schools—classes switched at semesters so that actually you could do that. Frankly——

Mr. **Molloy**. You could live with either option and not have a problem?

Mrs. **Martin**. I don't have a preference. I thought my preference was for a year, but as I think through it, I think there is one of those that you weigh and neither is wrong and whatever the choice is fine.

Mr. MOLLOY. As a mother, how do you feel about taking the child out of the nest, bringing them down here and then taking them back home? Would you prefer a semester as opposed to a full year?

Mrs. MARTIN. Well, with the——

Mr. MOLLOY. I am putting you on the spot.

Mrs. MARTIN. No, not really.

Mr. MOLLOY. The children don't get to read your testimony.

Mrs. MARTIN. I thought maybe you were going for 2 years at a crack and you could put them off somewhere. But I differ in that sense. I think it is an excellent experience for kids to be away at school their junior and senior years, period, which is not a traditional American way. That is far more English.

I think overall for parents, one semester might be better and again, I really think——

Mr. MOLLOY. Six of one, half a dozen of the other?

Mrs. MARTIN. Whatever you all come up with cannot only be justified but has merit.

Mr. MOLLOY. You raised the question—in addition to yourself, we have had expert testimony on the issue—that accreditation would not be a problem. To set your mind at ease, people in the field have explained that we would not have a problem with accreditation.

One last question. In your prepared testimony you make a reference to a dorm or dorms, separate for male and female. Being aware of what is going on now and the cost, are you actually talking about two separate buildings, two separate facilities?

Mrs. MARTIN. Say there were two facilities rather than buildings and you were able to separate. Then one could be girls, you know, two houses on the Hill. I don't know, nor do I claim expertise. I do think the kids have to be dormed. There has to be separation by floor.

Mr. MOLLOY. We could accomplish that by using different floors.

Mrs. MARTIN. Yes, yes.

Mr. MOLLOY. That answers my question.

Mrs. MARTIN. By the way, not every parent I would hope would be wealthy. This would be a real opportunity for kids from families that are not wealthy. A semester might therefore be better because if it were a year, the times the kids go home, to get a ticket back to my district is expensive, and I think we would have to think about that. It should be elitist for great kids, not elitist on family wealth.

Mr. MOLLOY. I appreciate that. Thank you.

Mr. ALEXANDER. Mr. Wiggins?

Mr. WIGGINS. I want you to respond, Mrs. Martin, as a mother of teenage daughters. I have sons, but not daughters, and I am not sure I can fully——

Mr. MYERS. And never a mother.

Mr. WIGGINS. I have never been a mother, either, right.

I don't know that I can fully empathize with the problem. Your concern about physical separation of the sexes in dorm environments I take is for the purpose of precluding improper fraternization between the sexes.

Mrs. MARTIN. Certainly there should be fraternization. I tell you this as a father of sons, the young women who would be here are much more socially advanced than the 17-year-old boy who is still a little slow in terms of his relationships often with the opposite sex.

So, I am not talking about that there is a big patrol necessarily, but what I am saying is that that is the normal way things are done at schools away from home, co-educational institutions, at the high school level.

So, therefore it is just practical that the Congress, for the obvious reasons for both reassurance at home and because we are acting in loco parentis, do it. So, there has to be at least separation by floor.

Mr. WIGGINS. You say it has to be. I want to test that.

Mrs. MARTIN. By golly, for my daughters it does.

Mr. WIGGINS. The decision may be that you don't recommend your daughter to an environment which the Congress sees fit to provide.

Mrs. MARTIN. Right.

Mr. WIGGINS. If it is possible to maintain floor separation by sexes and reasonable utilization of the facilities, I am sure the Congress would opt for that. But let us suppose that it is not possible to do that and instead a dormitory environment is created in which three children of the same sexes stay in a separate room on a common floor. In short, these are mini-apartments for three children each.

Mrs. MARTIN. With their own baths?

Mr. WIGGINS. They have separate bathroom facilities. The doors can be locked. But on that common floor there are units with boys and girls. As a mother, would that be acceptable to you?

Mrs. MARTIN. Well, Congressman Wiggins, first of all, as a Member of Congress I would think it would be much cheaper, rather than separate baths in every room, to have a set of showers for the girls and a set of showers for the boys, just as a Congresswoman.

As a mother, I have two. First of all, nothing satisfies me as a mother. I am of the mind set—I think most parents are that way—of letting your child go the first time is frightening, no matter what. If that is what you came up with, I would have to judge it at that moment with that particular child and her or his level of maturity and still assuming—I have bad news—you know, what worries me a lot more about the 17 year olds, I am sorry that is not as entertaining as worrying about fraternization—but is there study time?

You know, don't get yourself on too big of a side show the other way. What you have to be concerned about with kids at that level is not that they are running in and out of each other's rooms, although certainly that is a possibility and you have to be concerned, but that you have got some system so that they have some study time.

Now, I know that sounds strange, you know what I am saying, the other is so much more entertaining to talk about.

Mr. WIGGINS. We have been talking about several specific buildings as a potential site, one of which is the old Congressional Hotel. All of this has been very much on the record, and it appears that one of the plans for the development of the hotel is to utilize an upper floor or two for——

Mrs. MARTIN. A single floor?

Mr. WIGGINS. Well, as many floors as may be necessary. But it may be one floor. I don't know what the full capacity is.

You see, we have special problems. If you insist as the sine qua non of sending your daughter here as a mother that she be on a separate floor——

Mrs. **Martin**. I understand.

Mr. **Wiggins**. I think that is naive because the traffic between floors would be rather intensive.

Mr. **Myers**. You want to put an escalator in?

Mrs. **Martin**. Why are all the sheets hanging from the windows. Yes.

Mr. **Wiggins**. There would be a lot of traffic between floors.

Mrs. **Martin**. There are reasonable ways for reasonable people; that is, if it is a long hall, it makes sense that the girl's rooms are at one end. I am not hung up on that. That seems to me the best way to do it, if you can do it.

There are other ways. I think whether you are the mother or father of a son or daughter, you want some reassurance about your kids at night in a city. I come from a rural area—I wouldn't be worried about the fact that there is a boy in a room three doors down but is there somebody watching over the kids so they are in at 10 at night.

How you come up with that is more important than the basic room structure, I think.

Mr. **Wiggins**. Set a proper exercise of our assumed parental role as a Congress to establish some rules which might include that there be no member of the opposite sex in your room, the room in which you sleep, ever.

Mrs. **Martin**. Is it appropriate?

Mr. **Wiggins**. Is that a proper rule?

Mrs. **Martin**. If it is appropriate for you to set the rules, that one seems kind of dopey, but if that is what the committee wants——

Mr. **Wiggins**. All right, maybe I can do better.

Mrs. **Martin**. I hope that kids have friends that happen to be of the opposite sex, too. Maybe you have a thing that the doors are open, which is a pretty normal rule in a house. It is a rule I have always had.

Mr. **Wiggins**. I see.

Mrs. **Martin**. It was a rule in my sorority. That was a lot of years ago.

Mr. **Wiggins**. Do you think Congress ought to establish some rules——

Mrs. **Martin**. Yes.

Mr. **Wiggins** [continuing]. By which the kids live as the price of being maintained here?

Mrs. **Martin**. Oh, yes, every school has that. These are not 20 year olds. They should hate the rules. That is fair and right.

Mr. **Wiggins**. They will find ways to circumvent them.

Mrs. **Martin**. And they should do that, too.

Mr. **Myers**. Makes the rules more valuable if they hate them.

Mr. **Wiggins**. The observation you have with respect to scheduling is excellent. I think you are absolutely right. There is no sense in maintaining a rigid 6 o'clock teaching schedule when it is not necessary. We can provide the requisite number of teaching days in a semester using a much more sensible schedule than the one we now adhere to.

Finally, in your experience as a teacher you probably observed that kids start school at approximately the same age but under some circumstances extraordinary children advance rapidly and they don't always finish school within the same range bracket.

Now, if we were to confine this program to the junior year, it is possible that some extraordinary 12-, 13- and 14-year-olds would be applying. Should we have an age qualification to be assured that we do not have a precocious 13-year-old?

Mrs. MARTIN. That extraordinary child would perhaps not choose this area, but it would not be out of keeping to have it in his junior year with a minimum age of 15. I think it would have to be 15, not 16.

Mr. WIGGINS. Why is that?

Mrs. MARTIN. Because depending on when school districts—I was 15 when I was a junior, if you want to know.

Mr. WIGGINS. I may have been, too, but we were operating under the impression that most juniors are 16.

Mrs. MARTIN. Then you could make the caveat 16. That would be up to the committee.

Mr. WIGGINS. Would you confirm that that is a good predicate?

Mrs. MARTIN. Sixteen, you certainly wouldn't want them any younger.

Mr. WIGGINS. What is your opinion as to the typical age of a beginning junior?

Mrs. MARTIN. The average is 16.

Mr. WIGGINS. OK.

That is all, Mr. Chairman.

Mr. MYERS. Would you yield?

What you are asking is, is it the school year that is important or is the chronological age of the child as important a factor in this instance?

Mrs. MARTIN. Congressman Myers, I regret to tell you it is both. It is like heredity and environment, you can't discount either. So, 15 certainly should be a minimum. If you prefer 16, that is understandable. There are some juniors in high school who are 18 and immature, there are others who are 15 and could handle the situation quite well.

Mr. ALEXANDER. Would you yield, Mr. Wiggins?

You are saying there are exceptional cases where a 15-year-old may be acceptable?

Mrs. MARTIN. Maybe. The exceptional case of the 12-year-old is not something that this Congress should or is able to cope with. So, I think that having an additional age requirement at your choice, certainly the youngest I would consider as an age requirement would be 15. If it is your will that it be 16, that is quite understandable.

Mr. ALEXANDER. Thank you very much. You would protect the boys from the girls, as I understand it?

Mrs. MARTIN. Occasionally.

I must say my 13-year-old is receiving calls from boys, so perhaps the world is already changing.

Mr. JANKOWSKY. The boy who is calling is probably 17.

Mr. **Alexander**. No, no, he is 13, too.

Mr. **Jankowsky**. Regarding your statement on housing, which appears a little more definite that you have talked about in the questioning, the key for you is the supervision——

Mrs. **Martin**. Yes.

Mr. **Jankowsky** [continuing]. And rules, not physical barriers, separate floors, locked doors, et cetera, that is important to you. The appearance of proper supervision with rules would satisfy your test?

Mrs. **Martin**. With the understanding that the appearance often defines how well you can supervise. So, you could say that you could allow—I know you will not—but to take the extreme example that we will carefully supervise even though boys and girls are in the same room.

I would say lots of luck with that, gentlemen, and you know, thank you, not my kids at that age. So, I think you have to be rational about what you expect from supervision. If you have a dorm mother or dorm father or a grad assistant up there, give that person a break.

Part of the joy of the kids will be making friends—I don't know what the correct word would be, but someone there, make sure the physical set-up was one that was easily supervisable. Don't expect the impossible.

So, it is a combination. You are right, yes, if you can set it up physically and it isn't two floors—and I don't suggest barriers or anything like that—if it is reasonable, that would meet the criteria of most parents.

Mr. **Jankowsky**. Regarding the subject of the page's age, in your opinion is a high school age page more receptive to the kind of educational benefits that an improved page program would offer than the college age student?

Mrs. **Martin**. Without question. I think it would be, I suspect, the experience of a lifetime. One has to be young enough to not quite have developed the cynicism that can come and is part of college. Yet, he must be old enough to recognize there are responsibilities of the job.

That is a good level. They are wonderful. The kids are terrific at that level. They are not, as parents, super to live with, but they are wonderful to teach and wonderful to have work for you if they are good kids.

Mr. **Jankowsky**. One proposal that we have received is the possibility of using teachers from around the country on sabbatical basis in the page school. What is your view of that kind of system versus a permanent faculty in the page school?

Mrs. **Martin**. I certainly think after you have managed to set up an excellent page school in 2 or 3 years, if you want to look at that, yes, as a visitor, one or two, that may have merit. You have too big a job to attempt that, too, and just the interviewing of that, and I just think it is too much to handle in one crack.

Mr. **Jankowsky**. Thank you.

Mr. **Alexander**. Any other questions? If not, thank you very much, Lynn.

Mrs. **Martin**. Thank you very much.

Mr. **Alexander**. You have provided us with some valuable insight into our inquiry.

Our next witness is our colleague, Congressman Caldwell Butler from Virginia.

Welcome to the commission, Mr. Butler. We will be pleased to hear from you.

STATEMENT OF HON. M. CALDWELL BUTLER, A REPRESENTATIVE IN THE CONGRESS FROM THE STATE OF VIRGINIA

Mr. **Butler**. Thank you, Mr. Chairman.

I am pleased to discuss the issues surrounding the education and welfare of the young people appointed to serve as congressional pages. I appreciate the opportunity to share my views and I hope they will be of some help.

The two issues I address are first, where does the responsibility for the welfare and education of the pages lie? Second, what changes can the Congress make in the congressional page program, so as to maintain it in a most cost-efficient and beneficial manner?

I would mention that when I was elected to the General Assembly of Virginia, I was one of five Republicans. They seated me in the corner right next to the page station, so my best friends were pages. Therefore, I got to know the program firsthand.

I observed with a great deal of satisfaction the benefits a young person can receive from the experience of immediate contact with the legislative process. The child takes on added responsibility in his life: managing his school work while learning about his State government, an experience made more meaningful for many others as he shares it with his classmates at home upon his return.

The recent press coverage on this issue has left the impression that Congress is not concerned about the welfare of the children of its constituents. Although, this would seem to be the case, the history of the page program is filled with examples of attempts by Congress to respond to criticism and concerns and accept more responsibility for the welfare and education of the pages. A number of attempts have been made to change the age brackets.

As you may know, the present age bracket for pages appointed to serve in the Senate is 14 to 18 years; in the House the age bracket is 16 to 18 years.

It would appear that by raising the age limits to something higher, Congress could eliminate the need to house, supervise, and educate the pages. It would also eliminate the expense to Congress for such an undertaking as the construction of a page residential school or the renovation of buildings presently owned by Congress in order to house these young people collectively.

In my view, it should not be the responsibility of Congress to provide a residence for the congressional pages, nor should it be the Congress responsibility to educate the pages.

In this first instance, it would appear that even now the responsibility for the welfare of persons in service as congressional pages is not at all clear. While their lives are supervised during classroom and work hours with responsibility vested among the teachers, the principal of the Congressional Page School, the Doorkeeper of the House, the Secretary of the Senate, and the Sergeant-at-Arms, their nonwork hours remain relatively unsupervised.

It appears to be the current practice for parents to assume "full responsibility" in writing "for safety, well-being and supervision of the appointee while he or she is living in the District of Columbia and traveling to and from the House of Representatives." This may be sound legally, but it is hardly a substitute for parental guidance.

I also have reservations about the effectiveness of the present page school system, but I am certainly not qualified to pass judgment on that. The pupil-teacher ratio is relatively wide. There are 101 students taught by six teachers presenting seven general areas of study and concentrating in 26 more specific levels or areas. Hardly ideal.

My thoughts and suggestions on the page matter are derived not only from my observations of the present program in the U.S. Congress, but also from my personal experience with the appointment of my son as page to the General Assembly of Virginia.

A change in the length of the term of an appointment in the congressional page program is clearly indicated. In my judgment, the not too difficult tasks of a page can be mastered in a few short hours. The excitement, the knowledge, all the other benefits from the program, can be acquired in 60 or 90 days. After that, the only benefits remaining are financial and social, with opportunities for boredom or mischief coming out in the press which are clearly counterproductive.

In my view, service as a page to the Congress is a very rewarding experience which should be more widely shared. If page appointments were limited to 60 or 90 days, Congress could increase the number of young people allowed to benefit from the experience from 100 under the present system to 400 or 600. Limiting the length of the term of appointment substantially removes the responsibility vested in Congress for education.

In the Virginia General Assembly program, pages make arrangements with their home schools to have assignments sent to them. In my view, responsible, intelligent students are capable of keeping up in this manner and pages should certainly achieve that level of maturity before leaving home in the first place.

While it was not true when I was in the general assembly, Virginia now provides tutors for the students, if necessary, to help the youngsters on their off-work hours. The young people in the Virginia General Assembly page program are younger than they are in the congressional page program, ranging in age from 12 to 15, one page serving from each congressional district, for one session, which usually runs 40 to 60 days.

These pages, if they reside within a 20-mile radius of the capital, are expected to live at home and commute. Those residing outside that radius are housed in the John Marshall Hotel two blocks from the capitol and are provided with chaperones.

In my view, congressional pages should be old enough and mature enough not to require that much supervision, but I did want you to be aware of what they are now doing in Virginia.

Perhaps a more suitable housing arrangement could be made for the congressional pages if they were to serve shorter terms. In the spirit of the American Foreign Service international exchange program, students could be housed in the homes of District of Columbia area residents. I suggest that as a possibility.

The element of family life is not lost in this manner and responsibility for, or at least knowledge of, the child's whereabouts and well-being are concentrated in one or two persons.

Because of my observation of the congressional page program and my direct familiarity with another similar program, I remain an advocate for the program. In the face of the recent allegations and adverse publicity, however, it seems to me a most appropriate time for Members of Congress, as parents ourselves, to take positive steps toward correcting the situation.

The changes I suggest—limiting the term of appointment to 60 or 90 days, and that is the principal one; raising the age; requiring that the youngsters, through intervention of their home schools, take the responsibility for their education; and perhaps locating area residents who would be willing to make the page program a more well-rounded and safe experience for some young person by providing them with a place in their homes—would be advantageous to Congress, providing a valuable service while limiting the expense and responsibilities in loco parentis, which Congress has assumed in the past.

This statement assumes the demonstrated need for the service pages provide. I certainly agree with that; but their availability is sometimes a luxury we abuse. We could certainly get by with a smaller, more efficient page operation, but I have not made sufficient study to go into that in any great detail.

What I want to emphasize in my testimony today is the value I would think of a shorter term for those serving in the page program.

Mr. ALEXANDER. Thank you very much for your thoughtful statement and for sharing with us the experience you have had in noticing how other page systems operate.

From your testimony, I understand that you would retain the page service, provided that the pages were older? What we presently have is 16-to-18-year limits. Have you stated on a specific age? Would you provide high school students or post-high school students as pages?

Mr. BUTLER. What I am searching for is a degree of maturity where the parents would feel comfortable with them being away from home and on their own. I think that if they are still in high school at age 18, as many seem to be, I would say that that was perfectly reasonable.

I would not relate it to where they were in their educational program, but rather to the degree of maturity they have. If you get away from the question of assuming responsibility for their education, then it becomes the page's responsibility and the parent's responsibility, and that is where I think it ought to be.

I would really not worry too much about raising the age above 18 so much as I am bothered about 16-year-olds living in this environment.

Mr. ALEXANDER. As I understand, you would provide that the pages be in senior year status in high school, but that the education of that page should be assumed by the sending school in somewhat of a correspondent arrangement? Is that correct?

Mr. **Butler**. While my son was a page in Richmond, the way we handled it—and that is the way all the others did—was to work out a plan with his home school system and whatever satisfied him, if he was not violating our State's compulsory attendance law, was acceptable.

The local school system insisted on his picking up his assignments when he came home on the weekends, and if he did not come home on the weekends, that it was his responsibility to have someone go and pick up that program and send it to him, and he did it. Whenever he found time to do it, he did it.

I will say my experience with him and the other students is he did better work while he was a page than he ever did while he was home because he knew that if it was not for meeting those requirements, he came home. That was the requirement of all of them.

Mr. **Alexander**. Do you envision supervisory or management responsibility by the Congress of the senior age group that would serve as pages?

Mr. **Butler**. I think it is a mistake for Congress to take that responsibility because you cannot possibly do it. My suggestion is you get them old enough that they can be trusted. If you insist on keeping them at the 16-year-old bracket, I am not sure that you do not need to have some kind of supervision.

I think we ought to get away from that. I do not think we ought to be bringing pages into this sort of atmosphere if we are not comfortable with their own ability to cope with it.

Mr. **Alexander**. Mr. Wiggins?

Mr. **Wiggins**. Caldwell, the central recommendation of reducing the term from its present almost unlimited term to 60 to 90 days has some spinoff on the ability of the page to finance his brief tenure in the Nation's Capital, if the page comes from some distant point in the country. That is a problem which would not be the case in Richmond, where it would be relatively minor in all events.

I am looking at California, with which I have experience, and I know something of the cost of getting a round trip from here to California. The cost of getting from here to Alaska or Hawaii must be astronomical.

But, in any event, if you take a midpoint somewhere in the country, it probably is a $200 to $250 round trip on very economical preplanned transportation to get to the Capital here in Washington.

I seek your observations. Should the page be permitted to stay here long enough to earn enough money to at least finance the experience, which may take more than 2 months, given the extraordinary costs of living here and traveling here and back home again?

Mr. **Butler**. Well, my view is that with a governmental appointment of this sort, that the transportation and their return home ought to be at Government expense. There is no real reason why, if it is that kind of a job, that is what it is.

I do not think we ought to send him home weekends. I think for 60 to 90 days he ought to come here for the tenure and go home at its conclusion. If they cannot finance it from their salary, in the meanwhile we ought to assume that responsibility.

It is a program that ought to be shared. I really think that there are tremendous benefits to an individual who comes here for a brief period of time. What worries me is after they have been here a period of time, that is when they start getting in trouble, because they get bored with it. So, I think we ought to spread that early benefit around while mitigating later problems.

I would think it would be far cheaper to fly them in and fly them out—you do not have to go first class, of course—than it would be to set up a school system to take care of 100 kids.

Mr. **WIGGINS**. Thank you.

Mr. **BUTLER**. Incidentally, by way of protest, it has gone up in Virginia, it is $200 now.

Mr. **MYERS**. Why don't you go to Kansas City?

Mr. **BUTLER**. I have been there.

Mr. **MYERS**. It doesn't cost you any more.

Mr. **BUTLER**. I know it doesn't.

Mr. **ALEXANDER**. Mr. Molloy?

Mr. **MOLLOY**. Thank you.

Mr. Butler, correct me if I am wrong, but you would increase the age minimum for the pages. Would you discuss the issue of college students as opposed to high school students?

Let me rephrase my question. The issue has come up that a college student might not be available or in the right frame of mind to do the remedial tasks, he might want to get involved in legislation. That is my reason for asking you to compare the two.

Mr. **BUTLER**. That does not really bother me. I think that any child, you can get too old.

Mr. **MOLLOY**. I understand.

Mr. **BUTLER**. I would not be inclined to accept persons 25 years old. I think anyone for a brief period of time would look upon this as a very rewarding and exciting experience, and I would not worry about where he was in the educational program. If he was a college student——

Mr. **MOLLOY**. Your theme is a shorter period of time, that can be controlled, which would be more fruitful to the page.

Mr. **BUTLER**. I think it would be more fruitful and less challenging for the system, less challenging for the Congress.

Mr. **MOLLOY**. For the Congress and for costs.

Mr. **BUTLER**. Costwise and problemwise. That is the point I want to make. Going back to my own personal experience with my son, he served as a page for several sessions. The first time he went there he was completely in awe of the operation and got a great big kick out of it. The second time he went—we meet annually, 60 days—he was very much at home and he really lived it up.

Mr. **ALEXANDER**. Running the place, right?

Mr. **BUTLER**. He saw me coming and he went the other way, that sort of thing. So, I was more concerned about him then. I really feel that once the beauty and the charm of the operation passes, that is when the problems arise.

Mr. **MOLLOY**. I can't agree with you more.

Mr. **WIGGINS**. What do you think about limiting congressional terms?

Mr. **BUTLER**. I have a much more different view of that now than I used to have.

Mr. **ALEXANDER**. The Chair will hold that question out of order.

Mr. **MOLLOY**. One last question.

Since you referred to your son, would you characterize his page experience as positive or negative?

Mr. **Butler**. Oh, totally positive.

Mr. **Molloy**. You saw growth in him as a result of that experience?

Mr. **Butler**. Yes. As the Secretary of the Senate told my wife, you will never get your little boy back home again, which was true. It was a very positive and maturing experience for him and all the kids—all of them.

I really did sit very close to the pages when I was in the general assembly. I watched them grow and develop in that brief period of time, and it was a very positive experience. I think it ought to be shared as broadly as possible and not held for the few who have good Congressmen friends who can get them here for a year.

Mr. **Molloy**. Under the present system have you recommended a page? Have you been involved with the pages?

Mr. **Butler**. I have recommended several. There is a page here now from my district that I did not recommend. I do not know how she got there. I do not have any responsibility for her. But I have had pages appointed for the summer. I have not had any for the year-round session, but I thought that was enough.

Mr. **Molloy**. Thank you.

Mr. **Alexander**. It is hard to get the boy back on the farm once he has seen Richmond.

Mr. **Butler**. Well, there are a lot of farms in Virginia, yes.

Mr. **Alexander**. Mr. Myers, you had to leave early.

Mr. **Myers**. Thank you. I apologize for having to leave. I made an appointment to see people at 12 o'clock, so I had to go say hello.

You haven't progressed very far from Richmond. At least you had a seat assignment there. You don't have one here.

Mr. **Butler**. That is right.

Mr. **Myers**. You also have been wiser than some of us. You have seen the light. You voluntarily contributed to the limitation on terms. Some of us haven't done that yet.

Mr. **Alexander**. There is still hope.

Mr. **Myers**. I am trying to pass the word along to some of you, but you are slow learners.

Caldwell, you presented something here that is stimulating to our consideration of limiting the period of time to 60 days or 90 days. From your experience, did you feel your son, when he went back to school, suffered any from lack of formal education during that 60 to 90 days? I think he left school twice for 60 days?

Mr. **Butler**. Right.

Mr. **Myers**. Did he suffer any from going back or does he have ill effects today from lack of formal education in that period of time?

Mr. **Butler**. No, no, he was a very poor student before he ever worked down there.

Mr. **Myers**. Was he poor after he returned home from Richmond?

Mr. **Butler**. No, no, he did better work while he was a page than he ever did in his life. And he did better work after that. He went on to college and made Phi Beta Kappa.

I really think it was a real experience for him in learning how to study and how to handle the education. The teachers were quite cooperative, as they were for all the pages in that program.

They are real excited when somebody leaves their midst and comes back with the sort of information that the pages can share with them, so I think it was beneficial for the whole education program.

Mr. MYERS. Again, from your experience, do the pages adapt quickly? You say it only takes a few hours in the State legislature. Do you think they could adapt here in a few hours with the diversity of responsibilities here and the various buildings, both in the other body and here, where you have offices much more widely dispersed than you have in the State legislature? Do you think you could really educate our pages to do the job within a few hours of the first day or so?

Mr. BUTLER. My objection is that there is nothing too complicated to acquire in a day's time. I really do not think they would have anything that complex to do. I really do not. I have never been a page, but that is my observation about it.

Mr. MYERS. Again, going back to the experience in the State legislature, is the homework assignment that is given the pages supervised homework? Does someone supervise their homework and is it an organized homework period or are the pages on their own to get their homework done?

Mr. BUTLER. When I was serving there, it was strictly an arrangement between the page and his home school. The only requirement was he had to stay in the good graces of the local school system and he could work it out any way he could. All of them while I was there were strictly on their own.

Now, they have sessions that are a little longer and they have chaperones and they provide them with a tutor if they need it. It is my view that the pages there are younger than they are here, my view is that the Congress ought not to have pages so young that they cannot handle that aspect of it.

Mr. MYERS. You did not give us an age, did you?

Mr. BUTLER. My son was a page when he was 13 and 14, and that is what the age of most of them was, girls and boys.

Mr. MYERS. You mentioned chaperones. What type of chaperone are you speaking of and how many students per chaperone?

Mr. BUTLER. I am talking about the Virginia system. I do not know. It is based mostly on——

Mr. MYERS. Who are the chaperones? How are they selected?

Mr. BUTLER. That is the responsibility of the Sergeant-at-Arms, and he has a page supervisor, some male, some female. I think it is mostly a door check and time limits. They all stay at a nearby hotel. I emphasize they are younger than what I would suggest we shoot for here.

Mr. MYERS. But the legislature provides the hotel accommodations, right?

Mr. BUTLER. It does unless you are in driving range of the capitol.

Mr. MYERS. In a sense, that is a dormitory arrangement.

Mr. BUTLER. It is an expensive one, but it is, yes.

Mr. **Myers**. I think it would be expensive here, too. I do not see any way of getting around it.

Mr. **Butler**. I think it would be tremendously expensive. I would hope that that would be an expense we could avoid by getting old enough and mature enough pages to handle the things that they would be expected to handle here.

Mr. **Myers**. How old is your son now?

Mr. **Butler**. I will be darned if I know! Let's see, he is 24.

Mr. **Myers**. Typical father.

Mr. **Butler**. He is 24.

Mr. **Myers**. I did that one time, in an interview. I didn't remember where my daughter went to school. My wife still reminds me of that when she gets mad at me. Don't let your wife hear that. I will not tell her.

If you had an 18 year old, say you had a 16 year old, would you want your son to come here to be a page today?

Mr. **Butler**. I would talk to him pretty carefully and form my own judgment as to his degree of maturity, but a lot of 16-year-old boys—all my kids are boys—are mature enough to——

Mr. **Myers**. I have two old maid daughters. Do you want to talk?

Mr. **Butler**. The decision that the parents would have to make about whether they thought their children were mature enough would be by them. There are those who are. That would not bother me, with some of my children. Others I would not have been so sure when they were 16 that I would want them up here.

So, I think it depends on the individual, but some 16-year-old boys are capable of handling this situation. But not forever. That is why I suggest that after a few days, 60 to 90 days, the challenges and opportunities become quite apparent and I think I would be concerned about it after that.

Mr. **Myers**. Thank you.

Mr. **Alexander**. Mr. Jankowsky?

Mr. **Jankowsky**. Thank you, Mr. Chairman.

None of the suggestions we have heard have advocated changing the parental consent threshold of each parent deciding whether they should allow their child to come here as a page. That would still be the initial test, I suppose. In addition, the sponsoring member also applies his tests during the selection process.

Mr. **Butler**. The reason I am suggesting that we be careful about the age bracket is it is awfully hard for Congressmen or a committee to say to a parent you may think your child is mature enough, but we do not.

So, you have to set your standards so that you do not put the institution in a position of confronting the parent.

Mr. **Jankowsky**. Agreed. However, if the age was raised to 16, as Mr. Myers indicated, and if the climate were improved regarding supervision, housing, so on, could that system be made to work?

Mr. **Butler**. Yes, I think it could be made to work. I do not have any real problem with that. But I just am uneasy about Congress getting that deeply involved in playing mother and father. So that concerns me. I do not know what your legal responsibility becomes once you undertake to run a military school or its equivalent. I am concerned about that.

Mr. Jankowsky. The principal of the page school has indicated to us however, that the supervised study program in operation here has not worked as well. So even though it might be suitable in a State assembly, where as Mr. Wiggins said the proximity to the schools and other things is much closer, it might not work here.

Therefore, if we have an improved educational system, albeit shorter, as you suggested, could that kind of system be made to work?

Mr. Butler. Yes. I think any of them could work. You can run a school or you can run it the other way. But I go back to what I have tried to say before, if 60 to 90 days, if the school work is totally unsatisfactory, the sum total of the child's knowledge, information, and advancing maturity is far greater and he has made better use of his time than if he was not in school at all.

So, I do not think we ought to be concerning ourselves with that. It just moves us, the Congress, too far in the position of being a parent.

Mr. Jankowsky. Thank you.

Mr. Alexander. Thank you very much. We appreciate your coming, Caldwell, and sharing your information and thoughts with us today.

Mr. Butler. Thank you. My pleasure. I look forward to reading your report with a great deal of pleasure.

Mr. Myers. Us, too.

Mr. Alexander. Gentlemen, the other work of the Congress seems to continuously interfere with the work of this commission. Mr. Myers and I have a very important markup on the Appropriations Subcommittee at 1. I have some memoranda I must read in preparation for that meeting, and I don't see how I can stay here much longer.

I would suggest that we stand adjourned subject to the call of the Chair.

Mr. Molloy. Do we have a scheduled meeting at some point? Is it tomorrow?

Mr. Alexander. The commission stands adjourned——

Mr. Wiggins. We don't have any other witnesses, do we?

Mr. Alexander. Are there any other witnesses?

Mr. Myers. They don't have to be on the record.

Mr. Alexander. The meeting stands adjourned.

FRANK ANNUNZIO
11TH DISTRICT, ILLINOIS

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BANKING, FINANCE AND
URBAN AFFAIRS

SUBCOMMITTEES:
CHAIRMAN, CONSUMER AFFAIRS
AND COINAGE
FINANCIAL INSTITUTIONS SUPERVISION,
REGULATION AND INSURANCE

HOUSE ADMINISTRATION

SUBCOMMITTEES:
CHAIRMAN, ACCOUNTS

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July 21, 1982

The Honorable Bill Alexander
Chairman
The Speaker's Commission on the Pages
H-115, The Capitol
Washington, D. C. 20515

Dear Mr. Chairman:

In view of the time constraints under which the Commission and my own office are operating, I am submitting the attached statement for the consideration of the Commission.

Thank you for the opportunity.

With every best wish, I am

Sincerely

Frank

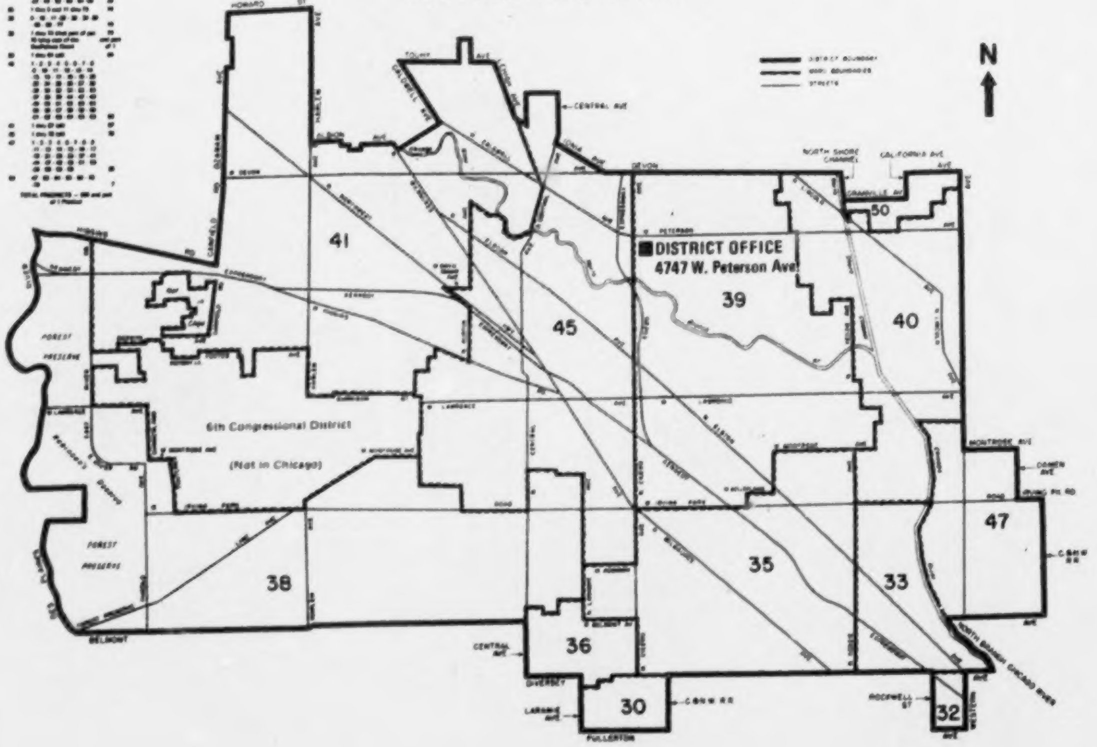
Frank Annunzio
Member of Congress

FA/dsj

Attachment

11TH CONGRESSIONAL DISTRICT — ILLINOIS

NORTHWEST SIDE-CHICAGO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WARD BOUNDARIES
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DISTRICT OFFICE
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6th Congressional District
(Not in Chicago)
FOREST PRESERVE
FOREST PRESERVE
HOWARD ST
TOUHY AVE
CALDWELL AVE
CENTRAL AVE
DEVON
NORTH SHORE CHANNEL
CALIFORNIA AVE
GRANVILLE AVE
PETERSON
MONTROSE AVE
IRVING PK RD
C&NW RR
NORTH BRANCH CHICAGO RIVER
ROCKWELL ST
WESTERN AVE
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BELMONT

STATEMENT OF THE HONORABLE FRANK ANNUNZIO
TO THE
SPEAKER'S COMMISSION ON PAGES

Wednesday, July 21, 1982

The Speaker and you, the Members of the Commission, are to be commended for undertaking this study of Capitol Pages.

The problem you are considering is not new. Included with this statement is an excerpt from the Report of the Joint Committee on the Organization of Congress dated March 4, 1946. That committee then reported as follows: "Your committee recommends that Congress decide whether the use of young boys as pages is to be continued and, if so, that adequate school and housing facilities be provided for them so that their health, education, and morals can be safeguarded during their service here."

I hope that the results of your efforts will be more effective than those of the Joint Committee in 1946.

My statement is submitted under three different hats; one as a parent and an individual Member of Congress, one as the immediate past chairman of the Subcommittee on Personnel and Police (and currently Ranking Member of that subcommittee) and, finally, as Chairman of the Subcommittee on Accounts. I view the problem from a different perspective under each of those hats.

Rather than repeat the recommendations on behalf of the Page Corps, which I made to the Committee on House Administration as Chairman of the Subcommittee on Personnel and Police in 1979, I am attaching them together with the transmittal letter to The Honorable Frank Thompson, who was then Chairman of the Committee on House Administration. Chairman Thompson followed-up by transmitting our recommendations to Senator Claiborne Pell, Chairman of the Senate Rules and Administration Committee. Senator Pell's response, which is also attached, testifies to his interest and concern at that time.

The thrust of those recommendations was the ability of Congress to take immediate action under the powers and authority then available to it. The circumstances noted at that time have not changed. Your commission can begin implementation of the same recommendations today providing you can reach accommodation with the new leaders in the other chamber.

Senator Pell's letter calls attention to the informal discussions between staff of our respective Congressional chambers. One immediate result was a first-time contract with the District of Columbia spelling out the provisions for education of Capitol pages. Another result was mutual agreement that officers of the House and Senate needed statutory authority to carry-out shared responsibilities for the care and supervision of the pages. In addition, at the request of the Doorkeeper, the subcommittee approved a new job description and classification of House page supervisors to include additional responsibilities for the off-duty hours of the pages.

The need for statutory authority was brought forward by Congressional staff during their 1979 discussions. Individually, each officer had a narrow corridor of responsibility and, in some instances, even a narrower corridor of authority. They knew what needed to be done in the voids between their corridors but felt powerless in exercising other than the clear cut areas of their individual jurisdictions. It was agreed between them that they needed the authority of a board, similar to that of the U.S. Capitol Police Board, wherein they could share the responsibility, jointly develop policies and, with the approval of the responsible Congressional committees, effectuate those policies.

The reports on these discussions, and other studies and investigations conducted by my staff, led to the introduction of H.R. 7999 late in the 96th Congress. I have introduced this same bill, H.R. 6729, in the 97th Congress, and it now has some 20 co-sponsors. A companion bill, S. 2742, has been introduced in the Senate by Senators Hawkins, Percy and Cochran. Copies of the statements of explanation accompanying the introduction of both the House and Senate bills are attached for your information and further consideration.

The distinguished gentleman from New Jersey, The Honorable Joseph G. Minish, Chairman of the House Subcommittee on Personnel and Police, has introduced an identical bill, H.R. 6762. He reports there will be hearings on these measures in the very near future.

The toughest decision you have to make is whether or not to continue the Page Corps. If you are to continue it for any period of time, the first need is to domicile them under one roof where there can be constant supervision. The Chaplains of both the House and the Senate have investigated the possibilities of housing pages in the Methodist Home which is within a few steps of the Supreme Court. By moving some of the legislative service organizations from House Annex #1 to Annex #2, the top two floors of Annex #1 would be immediately available as a page domitory.

There is statutory authority for a position of residential counselor under the Clerk of the House. Such a counselor can be appointed immediately to serve with assistants for twenty-four hour control of the off-duty hours of pages. This counselor, in cooperation with the principal of the school, should be empowered to make recommendations to a Capitol Page Board for the termination and return home of pages who may prove unsuitable according to strictures adopted for the pages development and employment.

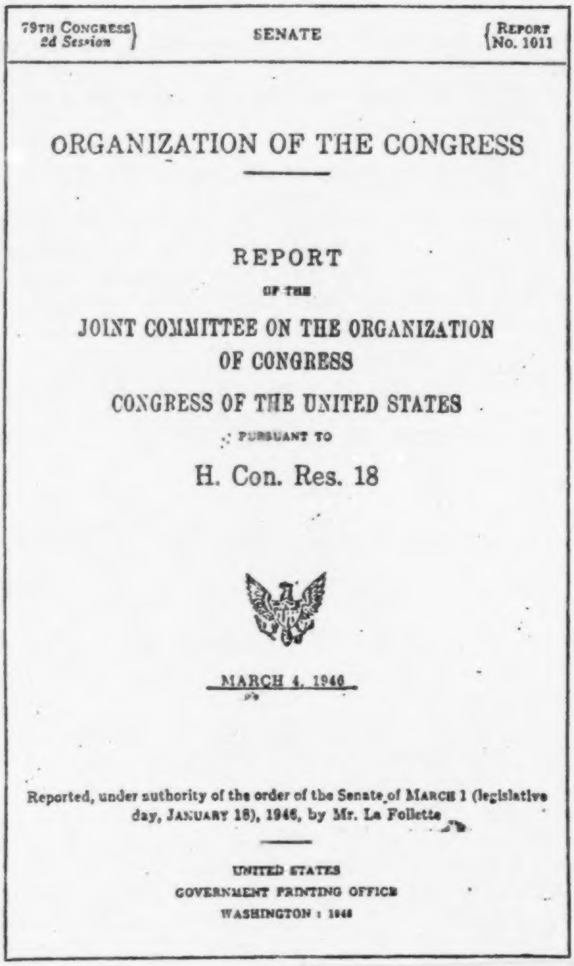
Now, putting on my hat as Chairman of the Subcommittee on Accounts, and looking at the bottom line in terms of cost and efficiency, the Congress can cut costs by eliminating the Corps and by placing their duties in other positions under the officers of the House.

Costs of operating the Page Corps for payroll, education and supervision are approximately $1,500,000 annually. This is approximately the same amount it costs us to operate the House Post Office. The House Post Office now makes four trips daily to House offices. By the addition to its budget of approximately $350,000, speed couriers can be added to the Post Office staff to replace the courier services now performed by pages. For an additional sum of between $150,000 and $250,000, the Floor and Leadership pages can be replaced by new positions to perform their functions under the Doorkeeper, Clerk or Sergeant-at-Arms.

There may be some value to the public, over and beyond the services performed, for retaining a page corps of high school years. This is a judgment you must make. If you make it in favor of retention of the Corps, I submit the materials attached for your consideration and study with the hope they will shorten and ease your task, and you will fulfill the 1946 recommendation of the Joint Committee for Organization of the Congress.

Please be assured you have my support and cooperation in the implementation of either of the two choices you must make as you conclude this task, which you have so generously and graciously accepted on behalf of us all.

CONGRESSIONAL PAGES



79th Congress, 2d Session | SENATE | Report No. 1011

ORGANIZATION OF THE CONGRESS

REPORT

OF THE

JOINT COMMITTEE ON THE ORGANIZATION OF CONGRESS

CONGRESS OF THE UNITED STATES

PURSUANT TO

H. Con. Res. 18

MARCH 4, 1946

Reported, under authority of the order of the Senate of MARCH 1 (legislative day, JANUARY 18), 1946, by Mr. La Follette

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1946

Both of these rooms, the Senate and House caucus rooms, are very poorly adapted to this use or any other in their present state. Because of their size and proportions, however, they could be easily remodeled to provide adequate chambers for the transaction of this type of public business.

We therefore recommend that both caucus rooms be completely remodeled with improved acoustic and seating facilities and that equipment be provided for the visual presentation of matters of importance to the Congress.

3. Improvement of Restaurant Facilities

Recommendation: **That the physical facilities in the Senate and House restaurants be so expanded and arranged as to reduce crowding and permit more Members and their constituents to dine there in greater comfort and convenience.**

Several Members of Congress have complained to your committee about the physical limitations of space in the Senate and House restaurants. The present physical lay-out of these restaurants causes congestion at mealtimes and makes it difficult, if not impossible, to serve all those who may wish to dine there. We recommend, therefore, that the Architect of the Capitol, who operates these restaurants, be instructed to remodel them in such a manner as to permit more Members and their constituents to dine there in greater comfort and convenience.

4. Assignment of Capitol Space

Recommendation: **That space in the Capitol Building be reassigned so as to provide ample facilities for joint committees and conference committees of the two Houses.**

The physical limitations of space in the Capitol serve further to separate the activities of the two bodies of Congress. Conference committees appointed to reconcile differences in legislation passed by both Houses, and joint committees requiring the attendance of both Senators and Members of the House, find it impossible to secure satisfactory quarters for their deliberations.

We feel that this common meeting ground of the Capitol should be maintained, as nearly as practicable, for the offices of the leadership of the two Houses and for the committees having joint membership.

We, therefore, recommend that the President pro tempore of the Senate and the Speaker of the House authorize a survey of available space within the Capitol which could be released through reassignment of other activities to the separate office buildings in order to provide rooms necessary for joint Senate and House use.

5. Facilities and Supervision of Pages

Recommendation: **That improved school and housing facilities, as well as supervision, of Senate and House pages be provided.**

If Congress is to retain the use of young boys in their traditional role as pages of the House and Senate, improved facilities must be provided. Our hearings developed much evidence that present scholastic facilities provided in the basement of the Capitol are not only unhealthful but extremely ill-adapted to use as classrooms. Further evidence was introduced showing the lack of proper housing and supervision of boys brought to Washington to enter the employ of the Congress.

Your committee recommends that Congress decide whether the use of young boys as pages is to be continued and, if so, that adequate school and housing facilities be provided for them so that their health, education, and morals can be safeguarded during their service here.

~~6. Improvement of Congressional Record~~

> **_Recommendation:_ That the daily program of the Congress, including the legislative sessions, scheduled committee hearings, and location of these meetings be printed in the Congressional Record; and that a brief résumé of the previous day's congressional activities be incorporated in the Record together with an index of its contents.**

Recognizing the need for improved methods of presenting the daily congressional program, we feel that certain changes need to be made in the Congressional Record.

We, therefore, recommend that each issue of the Record carry the legislative program for the day along with a tabular list of congressional committee meetings and hearings, their location and subject matter.

We also recommend that a brief résumé of the previous day's congressional activities be incorporated in the Record, together with an index of its contents.

7. Transfer of Inactive Records to National Archives

> **_Recommendation:_ That the records of the House of Representatives from the First to the Seventy-sixth Congress, inclusive, be transferred to the Archives Building from the Capitol, the Old House Office Building, and the Library of Congress; that rule XXXII of the standing rules of the Senate be amended to provide for the transfer to the Secretary of the Senate at the close of each session of Congress of all the records of the standing and special committees of the Senate from whatever source received, including bills, resolutions, hearings, committee prints, reports, and other pertinent papers; and that the noncurrent records of joint committees of Congress be preserved and transferred to the National Archives.**

Since 1937 it has been the practice of the Secretary of the Senate to transfer the noncurrent records of the Senate to the National Archives, where they are stored under conditions that insure their permanent preservation and arranged in such a way as to make them readily accessible and quickly available for use. He retains in his custody the records of the Senate for the two Congresses immediately preceding the current Congress. This practice has eliminated the necessity of storing inactive records in numerous out-of-the-way places where they formerly suffered damage and deterioration. It ~~has also enabled the Secretary of the Senate to provide adequate~~

NINETY-SIXTH CONGRESS

FRANK THOMPSON, JR., N.J., CHAIRMAN

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Congreſs of the United States
House of Representatives
COMMITTEE ON HOUSE ADMINISTRATION
SUITE H-326, U.S. CAPITOL
Washington, D.C. 20515

July 18, 1979

Honorable Frank Thompson, Jr.
Chairman
Committee on House Administration
Suite H-326, U. S. Capitol
Washington, DC 20515

Dear Mr. Chairman:

Pursuant to your letter of May 25, 1979, herewith are my views on the Report of the Comptroller General of the United States regarding the Capitol Page School. The original documents are enclosed as requested.

Among the different suggestions for operational changes from the concerned parties are two that were also recommended during consideration of the Legislative Reorganization Act of 1970. One of the suggestions was made as a proposal by the Committee on Rules in its Report of June 17, 1970. It would limit page appointments to students who have completed their high school educations. If adopted, it would eliminate the need for present or proposed page facilities and, thereby, the need for consideration of most parts of the Comptroller General's Report.

The other of the two noteworthy suggestions proposes to construct a new school facility including dormitories. Public Law 91-510, which was adopted October 26, 1970 as a result of the debate and conference action on the Legislative Reorganization Act of 1970, provided for the construction of the John W. McCormack Residential Page School.

Despite their respective merits, neither of the two proposals have been implemented. I suggest they represent opposite ends of the options to be considered. Further, I do not believe either one is politically or economically feasible at this time. Therefore, I am attaching a set of recommendations as a middle ground to be implemented by administrative action.

As suggested in the memorandum prepared by staff to accompany the recommendations, I am hopeful we have the authority and can move ahead without further hearings. The recommendations we are making have been discussed at length by the Committee on Education and Labor in earlier Congresses.

If you agree, I also propose that henceforth John W. McCormack be memorialized by using his name in connection with any reference to a page school as follows: "The John W. McCormack U. S. Capitol Page School".

With every best wish, I am

Sincerely,

Frank Annunzio, Chairman
Subcommittee on Personnel and Police

FA:ghc
Enclosures

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Congreſs of the United States
House of Representatives
COMMITTEE ON HOUSE ADMINISTRATION
SUITE H-326, U.S. CAPITOL
Washington, D.C. 20515

July 17, 1979

M E M O R A N D U M

TO: Honorable Frank Annunzio

FROM: David C. Sharman

SUBJECT: Education and Welfare of Pages.

The Subcommittee on Personnel and Police has been asked to state its views on the April 26, 1979 Report of the Comptroller General of the United States titled "Improvements Recommended for Better Oversight of the Capitol Page School". In addition, H.R. 1609 and H.Res. 300 were referred to the Subcommittee for such action as deemed appropriate.

H.R. 1609 amends the Legislative Reorganization Act of 1946 to establish a board to supervise a school for congressional pages. H.Res. 300 authorizes the Committee on House Administration to acquire a suitable residence to be maintained as a home for pages employed by the House of Representatives.

These three items encompass the following subject areas with relation to both Senate and House Pages:

--Education
--Housing
--Recruitment
--Working Conditions
--Overall Supervision

Staff assessment was derived from:

--Review of documents, directives and operating guidelines prepared by the Office of the Doorkeeper.

--A history of the page service to Congress prepared by Mildred Lehmann, Government Division Analyst, Congressional Research Service.

--A review of hearings conducted by the House of Representatives Committee on Education and Labor with respect to Capitol Page School operations.

--A report on visitation of the Page School by the Middle States Association of Colleges and Secondary Schools.

--Senate Documents Nos. 94-278 and 93-306 "Toward a More Modern Senate".

--The Legislative Reorganization Acts of 1946 and 1970, Title 2 of the United States Code, and Legislative Branch Appropriations Acts beginning with the Act of 1946.

--Conversations with staff of the General Accounting Office, Committee on House Administration, Senate Rules and Administration Committee, Office of the Clerk, Office of the Secretary of the Senate, Senate Chaplain, Chief of Police, Doorkeeper of the House, Senate Sergeant at Arms, Page School Alumni, representatives of the Democratic and Republican Personnel Committees, and Members of Congress who have evidenced an interest in the Page Corps.

Taking its lead from the recommendations of the Comptroller General, staff focused its study on ways and means to facilitate improvements in the education of pages, with a view to resolving the most immediate and urgent needs in time for school to begin this Fall.

Hearings and studies of the Page Corps and Page School are abundant. Numerous efforts on behalf of pages have been made as the history of proposed legislative measures attests. Lack of success has been attributed to insufficient motivation, an inability to project the need, and lack of sufficient time and priority within the legislative process.

There is little time before preparations for the next school year should begin. This is to suggest that the Committee avoid the legislative process where possible, and achieve the changes and improvements it approves by administrative directive.

Because any successful revision in the educational system for the Page Corps is dependent upon cooperation from both the Senate and House of Representatives, and the most substantive proposal provides for the elimination of the 9th and 10th grades from the curriculum, mutual agreement between the Chairman of House Administration and the Chairman of Senate Rules and Administration is essential to success.

The Page Corps has served Congress for 189 years. With rare exception, those interviewed would like the present system continued with modification only to provide for improvements in the safety, welfare and education of the pages.

The deepest concern relates to the vulnerability of 14-and 15-year old pages. This is aptly expressed in a statement made by the evaluating committee of the Middle Atlantic States Association for Secondary Schools, which is the accrediting institution for the Capitol Page School:

> "It seems inconceivable to the members of this committee, all but one of whom are parents, that a 14-or 15-year old boy should be turned loose in a large metropolis to find his own room, make his own arrangements for eating well balanced and nourishing meals, engage in healthy and moral activities, and watch over his own physical and moral well-being. It is one thing for a page to live at home or in the home of his sponsor, where he can be a part of normal family living so necessary at this stage in growth. It is something else again to give these youngsters the great opportunity to be of direct service to their Government, and at the same time, deprive them of the basic protections to which they are entitled at this stage in their development. The Washington of today is a different city from that of 20 years ago."

Page work hours per week vary because of the irregularities of daily adjournment. However, pages average 40 or more duty hours per week in addition to attendance at a full high school schedule of courses.

The Bureau of Labor Standards has advised the House Committee on Education and Labor that not more than five States permit 14-and 15-year old youths to attend school and engage in general employment of 40 labor hours per week. The child labor provisions of the Fair Labor Standards Act prohibited employment of 14-and 15-year-olds for more than 3 hours on a schoolday and 18 hours in a schoolweek, and after 7 p.m. Although these prohibitions do not apply to employment with Congress, they provide justification for similar limitation with respect to pages.

The most immediate and practical approach for implementation of the actions proposed would appear to be by way of directives from the Chairmen of the Committee on House Administration and the Senate Rules and Administration Committee to their respective officers. Providing that Counsels to the two committees agree that there are no legal impediments, this is the approach suggested for the recommendations that follow. They are not new. Similar proposals are in the earlier studies which are attached to this memorandum.

Subcommittee on Personnel and Police
Committee on House Administration
Education and Welfare of Pages

RECOMMENDATIONS

1. Limit appointment of pages to individuals in their junior or senior year of high school.

   (The elimination of the 9th and 10th grades will allow the Capitol Page School to concentrate its resources and enrich its academic program.)

   Responsible Officers are: Doorkeeper of the House of Representatives and Sergeant at Arms of the Senate.

2. Prepare a formal contract for signing by the District of Columbia's Board of Education, which contains provisions, as recommended by the Comptroller General, to:

   a. define and improve the Capitol Page School's educational and financial requirements, and

   b. provide for reporting periodically on problems, accomplishments, and recommendations for improving Capitol Page School operations and page performance to help congressional overseers better evaluate Capitol Page School operators.

   Responsible Officers are: Legal Counsels to the Clerk of the House of Representatives and the Secretary of the Senate.

3. Appoint pages for one semester minimum. Exceptions only for temporary page positions during the Summer months.

   (The Page School principal said this would "(1) improve educational continuity and allow the School to develop firm class plans and curricula offerings without the necessity to continually make adjustments as pages, with differing requirements, leave and enter during the school year, (2) reduce administrative work associated with entering and departing pages, and (3) allow activities to be planned in advance on the basis of sure knowledge of class composition and needs.")

   Responsible Officers are: The Doorkeeper of the House of Representatives and the Sergeant at Arms of the Senate.

4. Make final appointment of a page contingent on admission of the appointee to the Capitol Page School by the Principal based on his consideration of the individual's academic record.

(A preliminary report prepared on each student by the Principal would enable interested parties to take action to avoid or minimize unacceptable academic performance.)

Responsible Officers are: The Doorkeeper of the House of Representatives and the Sergeant at Arms of the Senate.

5. Make tenure of pages contingent on satisfactory academic performance as recommended and reported by the principal of the school with a minimum acceptable performance of a "C" grade average or above.

   (The faculty of the Capitol Page School have asked that a system be devised for dismissal of a page who does not perform satisfactorily both at school and work.)

   Responsible Officers are: The Doorkeeper of the House of Representatives and the Sergeant at Arms of the Senate.

6. Obtain rental housing for pages as proposed in H.Res. 300. As a warranty of payment for such housing, provide that the proportionate share of rent of each individual page shall be deducted from the payroll. Develop a position of residential counselor with responsibility for the development and enforcement of such rules as are deemed necessary for the welfare and good conduct of pages.

   (A survey by staff of the Doorkeeper of the House of Representatives resulted in their estimate that pages currently pay a total sum of approximately $18,000 monthly for rental housing, for an average range of $180 to $200 monthly per page.)

7. Encourage organization of a page alumni group desirous of assisting pages to cope with non-work difficulties, such as legal problems, and physical and mental or emotional crises.

   (The Doorkeeper of the House of Representatives has compiled a list of over 4,000 ex-pages who served Congress during the last five decades. A recent mailing to the list elicited slightly more than 1200 interested responses.)

   Responsible Officers are: The Doorkeeper of the House of Representatives and the Sergeant at Arms of the Senate.

8. Inform the Comptroller General of the proposals to be implemented and request a report on progress at school year's end in 1980.

NINETY-SIXTH CONGRESS

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Congreſs of the United States
House of Representatives
COMMITTEE ON HOUSE ADMINISTRATION
SUITE H-326, U.S. CAPITOL
Washington, D.C. 20515

July 31, 1979

RECEIVED
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[illegible]

Honorable Claiborne Pell
Chairman
Committee on Rules and Administration
305 RSOB
Washington, D.C. 20510

Dear Senator Pell:

In 1978, the legislative branch appropriations subcommittees of the House and Senate requested the Comptroller General to conduct a study of the Capitol Page School. The report of the Comptroller General was issued on April 26, 1979, a copy of which is attached.

Because the Committee on House Administration exercises both oversight and legislative jurisdiction over employees of the House, the Comptroller's report was referred to this Committee. The report focuses on several deficiencies which clearly need to be addressed by our respective chambers. Some of the deficiencies, and the related recommendations by the Comptroller, are minor and short-term problems which may be remedied by administrative action. Others are long-range problems which will requiee legislative solutions.

The spring semester of the Capitol Page School will begin in January, and implementing even administrative actions will take substantial time. I would therefore propose that our respective committees issue such of the following administrative directives as may be mutually agreeable, and that the officers of the two chambers be directed to implement the directives not later than the beginning of the next semester, and preferably prior to the adjournment tentatively scheduled in October.

I will ask the Subcommittee on Personnel and Police, chaired by the Honorable Frank Annunzio, to review the long-range problems, and to report to the Committee any proposed solutions. The Subcommittee's recommendations will be forwarded to you for the purposes of discussion. Both chambers will then be in a position to consider long-range legislative initiatives, having resolved the short-term problems by administrative action.

The Committee would very much appreciate your views on this matter. If you have any questions, please contact the Committee.

With kind regards,

Cordially,

Frank Thompson, Jr.

FT:chc
Attachment

CC: Honorable Frank Annunzio ✓
Chairman, Subcommittee on Personnel and Police

EXHIBIT #4

CLAIBORNE PELL, R.I., CHAIRMAN

HOWARD W. CANNON, NEV.
ROBERT C. BYRD, W. VA.
HARRISON A. WILLIAMS, JR., N.J.
WENDELL H. FORD, KY.
DENNIS DE CONCINI, ARIZ.
MARK O. HATFIELD, OREG.
HOWARD H. BAKER, JR., TENN.
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RICHARD S. SCHWEIKER, PA.

WILLIAM MC WHORTER COCHRANE, STAFF DIRECTOR
CHESTER H. SMITH, CHIEF COUNSEL
MARTIN B. GOLD, MINORITY STAFF DIRECTOR-COUNSEL

United States Senate
COMMITTEE ON
RULES AND ADMINISTRATION
WASHINGTON, D.C. 20510

August 24, 1979

The Honorable Frank Thompson, Jr.
Chairman
Committee on House Administration
U.S. House of Representatives
Washington, D. C. 20515

Dear ~~Mr. Chairman~~:

This is to acknowledge and thank you for your letter enclosing a summary of proposals for consideration by our respective Committees and by House and Senate officials who share responsibility for pages and the Page School.

As you know, appropriate House and Senate staff members have had a number of meetings to discuss Page School and related matters raised by the recent report of the Comptroller General.

I have asked the Rules Committee staff to continue studying these matters with your staff and with the Secretary and Sergeant at Arms of the Senate, and will be in touch with you again after the recess ends.

Warm regards.

Ever sincerely,

Clair

Claiborne Pell
Chairman

cc: J. Stanley Kimmitt
F. Nordy Hoffmann
(with enclosures)

97TH CONGRESS
2D SESSION

H. R. 6729

To establish the United States Capitol Page Board for supervision and education of congressional pages, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JULY 12, 1982

Mr. ANNUNZIO (for himself, Mr. SIMON, and Mr. RATCHFORD) introduced the following bill; which was referred to the Committee on House Administration

---

A BILL

To establish the United States Capitol Page Board for supervision and education of congressional pages, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) section 243 of the Legislative Reorganization Act of 1946 (2 U.S.C. 88a) is amended to read as follows:

"UNITED STATES CAPITOL PAGE BOARD

"SEC. 243. (a) There is hereby established a board to be known as the United States Capitol Page Board (hereinafter in this section referred to as the 'Page Board') for supervision and education of congressional pages.

"(b) The Page Board shall consist of the Clerk of the House of Representatives, the Secretary of the Senate, the Doorkeeper of the House of Representatives, the Sergeant at Arms of the Senate, and the Architect of the Capitol.

"(c) The Page Board shall—

"(1) develop and implement a comprehensive policy for supervision, housing, and education of congressional pages;

"(2) oversee residential and educational facilities for congressional pages;

"(3) cooperate with appropriate persons in the carrying out of its responsibilities; and

"(4) with the approval of the Committee on House Administration of the House of Representatives and the Committee on Rules and Administration of the Senate, enter into such contracts and prescribe such regulations as may be necessary to carry out its responsibilities.".

(b) The table of contents in subsection (a) of the first section of the Legislative Reorganization Act of 1946 (60 Stat. 812) is amended by striking out the item relating to section 243 and inserting in lieu thereof the following:

"Sec. 243. United States Capitol Page Board.".

SEC. 2. Section 492 of the Legislative Reorganization Act of 1970 (40 U.S.C. 184a) is amended—

(1) in subsection (a), by striking out ", the House of Representatives, and the Supreme Court of the United States" and inserting in lieu thereof "and the House of Representatives";

(2) in subsection (b), by striking out ", the House of Representatives, and the Supreme Court of the United States" and inserting in lieu thereof "and the House of Representatives"; and

(3) by amending subsection (h) to read as follows:

"(h) The United States Capitol Page Board shall, with the approval of the Committee on House Administration of the House of Representatives and the Committee on Rules and Administration of the Senate, appoint and fix the pay of necessary personnel to perform duties with respect to the John W. McCormack Residential Page School in accordance with regulations prescribed by the Board.".

O

Mr. MICHEL. I yield to the majority leader.

Mr. WRIGHT. If the gentleman from Illinois would yield to me for that purpose, it is the present plan that we should take whatever action is to be taken with respect to this matter on the copyright bill first and thereafter take such action as may be appropriate with respect to the veto on the supplemental appropriations bill.

Further, in response to the gentleman's question, I do not believe that a decision has been made firmly as to whether or not an attempt should be made to override the supplemental veto and further conversations will have to take place before that decision is made, and I would suppose the gentleman from Illinois might be privy to some of those conversations.

Mr. MICHEL. I understand.

Mr. Speaker, I withdraw my reservation of objection.

The SPEAKER. Is there objection to the request of the gentleman from Texas?

There was no objection.

FIRST ANNUAL REPORT ON ACTIVITIES OF DEPARTMENT OF ENERGY IMPLEMENTING DEVELOPMENT OF SYNTHETIC FUELS—MESSAGE FROM THE PRESIDENT OF THE UNITED STATES

The SPEAKER laid before the House the following message from the President of the United States; which was read and, together with the accompanying papers, referred to the Committee on Banking, Finance and Urban Affairs and the Committee on Energy and Commerce.

(For message, see proceedings of the Senate of today, Monday, July 12, 1982.)

ANNUAL REPORT OF NATIONAL SCIENCE FOUNDATION FOR FISCAL YEAR 1981—MESSAGE FROM THE PRESIDENT OF THE UNITED STATES

The SPEAKER pro tempore (Mr. FARY) laid before the House the following message from the President of the United States; which was read and, together with the accompanying papers, without objection, referred to the Committee on Science and Technology:

(For message, see proceedings of the Senate of today, Monday, July 12, 1982.)

PERMISSION FOR COMMITTEE ON ARMED SERVICES TO HAVE UNTIL MIDNIGHT, JULY 19, 1982, TO FILE REPORT ON HOUSE RESOLUTION 512

Mr. PRICE. Mr. Speaker, I ask unanimous consent that the Committee on Armed Services have until midnight, July 19, 1982, to file a report on the resolution (H. Res. 512) directing the Secretary of Defense to furnish certain information to the House of Representatives relating to procurement of the C-5B aircraft, and that, until after such date, notwithstanding the provisions of clause 5, rule XXII, a motion to discharge the committee from further consideration of that resolution not be in order.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Illinois?

Mr. DICKINSON. Reserving the right to object, Mr. Speaker, it is not my intention at this time to do so, but I would like to inquire of my distinguished chairman why he feels that this is necessary at this time and what will be the effects of the postponement?

Mr. PRICE. Mr. Speaker, will the gentleman yield?

Mr. DICKINSON. I yield to the gentleman from Illinois.

Mr. PRICE. Mr. Speaker, the resolution is dated June 22, 1982, and was referred to the Committee on Armed Services on that date. The House adjourned on June 24 for the weekend and held pro forma only sessions on Monday, Tuesday, Wednesday, and Thursday of the following week. Thus, the committee has had no opportunity to consider the resolution, yet technically the 7 legislative days for reporting expire today.

Thus, my only purpose is to gain some time lost, particularly by the pro forma sessions, in order for the committee to consider the resolution. A meeting for Thursday, July 15 is planned for that purpose.

Mr. DICKINSON. Further reserving the right to object, it is my understanding, Mr. Speaker, that we have scheduled Thursday of this week to take up the matter under consideration at the present time.

Mr. PRICE. The gentleman is correct.

Mr. DICKINSON. And the committee, at that time, will decide what action to take with regard to the resolution; is that correct?

Mr. PRICE. Yes, it is.

Mr. DICKINSON. What the gentleman is requesting here simply allows us until Friday to report out whatever product comes as a result of our deliberations; is that correct?

Mr. PRICE. The gentleman is correct, except the target date is Monday.

Mr. DICKINSON. All right. Mr. Speaker; I withdraw my reservation of objection.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Illinois?

There was no objection.

INTRODUCTION OF A BILL ESTABLISHING THE U.S. CAPITOL PAGE BOARD FOR SUPERVISION AND EDUCATION OF CONGRESSIONAL PAGES

(Mr. ANNUNZIO asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. ANNUNZIO. Mr. Speaker, I am today introducing a bill which provides for a U.S. Capitol Page Board with the responsibility for the supervision, housing, and education of congressional pages. This is the same bill I introduced during the 96th Congress. It was needed then. The need is even greater today as witness the recent reports in the news media.

My concern was aptly expressed in a statement made several years back by the evaluating committee of the Middle Atlantic States Association for Secondary Schools, which is the accrediting institution for the Capitol Page School. Here is what that learned body then wrote:

> It seems inconceivable to the members of this committee, all but one of whom are parents, that a 14 or 15 year old boy should be turned loose in a large metropolis to find his own room, make his own arrangements for eating well balanced and nourishing meals, engage in health and moral activities, and watch over his own physical and moral well-being. It is one thing for a page to live at home or in the home of his sponsor, where he can be a part of normal family living so necessary at this stage in growth. It is something else again to give these youngsters the great opportunity to be of direct service to their Government, and at the same time, deprive them of the basic protections to which they were entitled at this stage in their development. The Washington of today is a different city from that of 20 years ago.

Mr. Speaker, although this Chamber long ago ceased the employment of pages under 16 years of age, the statement just quoted is applicable to all youngsters of high school age. So long as this body employs the youth of adolescent years, we have a responsibility to provide them with the basic protections we would expect for our own children should they be similarly employed away from their homes.

Our problem is the need for a focus on this responsibility within Congress. As it is, we have a splintering of the responsibility in too many places with none accepting overall responsibility for our pages.

The bill I am introducing today would remedy this problem. It would establish a Page Board consisting of the Clerk of the House of Representatives, the Secretary of the Senate, the Doorkeeper of the House of Representatives, the Sergeant at Arms of the Senate, and the Architect of the Capitol. These elective and appointive officers of our two Chambers each have a portion of the responsibility for the care and supervision of congressional pages. My proposal would have them mutually share the overall responsibility, and give them joint authority to develop and act on policy for the protective benefit of all pages employed by Congress.

Under the provisions of my proposal, the Page Board would—

First, develop and implement a comprehensive policy for the supervision, housing, and education of congressional pages;

Second, oversee residential and educational facilities for congressional pages;

Third, cooperate with appropriate persons in the carrying out of its responsibilities; and

Fourth, with the approval of the Committee on House Administration and Committee on Rules and Administration of the Senate, enter into such contracts and prescribe such regualtions as may be necessary to carry out its responsibilities.

In addition, the Page Board would, with the approval of the Committee on House Administration and Committee on Rules and Administration of the Senate, appoint and fix the pay of necessary personnel to perform duties with respect to the John W. McCormack Residential Page School in accordance with regulation prescribed by the Board.

Hearings and studies of our 191 year old Page Corps and the Page School are abundant. Numerous efforts on behalf of pages—or to eliminate them—have been made as the history of proposed legislative measures attests. Lack of success has been attributed to insufficient motivation, an inability to project the need, and the lack of sufficient time and priority within the legislative process.

I believe my peers and colleagues in this Chamber now share my deep concern for the vulnerability of congressional pages, and will overcome those barriers of inertia that have heretofore foreclosed the necessary action for their protection.

There is little time before the Page School year begins. I urge action in time for the Page Board to make suitable preparations for the next entering class.

Those of my colleagures wishing to cosponsor this measure can do so by calling my office at extension 5-7834. Their cooperation and support will be greatly appreciated.

Thank you, Mr. Speaker.

ESTABLISHING OF U.S. CAPITOL PAGE BOARD

(Mr. WRIGHT asked and was given permission to address the House for 1 minute.)

Mr. WRIGHT. Mr. Speaker, I rise because I am intrigued by the suggestion that has just been made by the distinguished subcommittee chairman of the Committee on House Administration with reference to a page school, and I am sure it includes preeminently the need for a page dormitory with continuous around-the-clock supervision for these fine young people who come here to Washington. It seems to me that this is long overdue.

Many years ago, the Congress authorized the construction of a John W. McCormack Building for that expressed purpose and certainly it is not the kind of thing that we ought to allow any delays to stand in the way of its completion. It is something that is vitally needed.

Mr. ANNUNZIO. Mr. Speaker, will the gentleman yield?

Mr. WRIGHT. I yield to the gentleman from Illinois.

Mr. ANNUNZIO. Under the provisions of the bill we would establish this Capitol Board which will have the jurisdiction not only of building the dormitory to insure proper supervision and proper housing but, also to carry out the responsibility of the Congress to young people who are 14 to 18 years of age.

Mr. WRIGHT. I thank the gentleman very much for that clarification because it seems that it certainly would border upon negligence of the grossest order were we to permit the continuance of the situation in which we are not only able to guarantee even the personal safety let alone the wholesome supervision of these fine young people, and that is what we really desperately need to achieve, and do it very quickly.

YOU CAN'T FOOL ALL THE OLDER AMERICANS

(Mr. RATCHFORD asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. RATCHFORD. Mr. Speaker, I rise to speak out on a different subject, the subject of the cost-of-living adjustment under social security. Now I am from Connecticut. I am a Connecticut Yankee and I remember well the quote from the old circus empresario, P. T. Barnum. It reads as follows:

> You can fool some of the people all of the time, and you can fool all of the people some of the time, but you cannot fool all of the people all of the time.

This quote, Mr. Speaker, certainly applies to what the administration is attempting to claim now on television, on the issue of the cost of living for social security.

Let us look at the record.

In 1981, the administration supported a phaseout of minimum benefits under social security, a phaseout of student benefits under social security, a restriction of the burial allowance under social security and, yes, they even tried to cut the retirement benefit for those who would retire at age 62.

In 1982, they tried to cap the cost of living and then they tried to delay the cost of living.

Mr. Speaker, the ads on behalf of the administration remind me of another P. T. Barnum quote, and apparently those offering them feel that, "A sucker is born every minute."

Mr. Speaker, the older Americans will not be fooled on this issue. They know the truth of the matter.

THE SOCIAL SECURITY GAME

(Mr. WYDEN asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. WYDEN. Mr. Speaker, only 10 months ago, President Reagan stood before the American people and declared that he was once and for all removing social security from politics.

The Republican National Committee obviously did not get the message.

In their latest round of television ads, the committee has once again removed social security from the conference table—and placed it on the political playing field.

By giving the President personal credit for social security cost-of-living increases provided automatically by law, they have made social security a political football.

By giving credit where credit is not due, the committee has made a mockery of the truth—once again, stretching the patience of the American people.

The problem with this social security game is that the losers are not the Democrats nor the Republicans. The losers are the unwilling spectators—America's working men and women and our retirees.

As the great political game wages on, Americans are forced to sit on the sidelines—never knowing which team will score the points, or whether someone will just drop the ball, leaving them holding nothing more than the memories of a broken contract.

We owe the American people more. We owe them a victory—and we can only achelve that victory if we work together.

I urge the President to assert his authority as the leader of the Republican Party—to demand removal of the RNC's social security ads from the airwaves—to demand return of social security to a pension program, not a political football.

PROVIDING FOR CONSIDERATION OF HOUSE JOINT RESOLUTION 350, BALANCED BUDGET/TAX LIMITATION CONSTITUTIONAL AMENDMENT

(Mr. CONABLE asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. CONABLE. Mr. Speaker, I am today filing a petition to discharge from the Rules Committee, House Resolution 450, which will provide 10 hours of debate and consideration of House Joint Resolution 350, the balanced budget/tax limitation constitutional amendment of which Congressman Ed Jenkins and I are primary sponsors. We have now been joined by more than 220 cosponsors of the balanced budget resolution, reflecting the growing recognition of the need to alter our budget procedures if we are or nonvoting stock of such insured institution and of one or more such savings and loan holding companies; and

"(iii) the outstanding principal balance of residential loans held by such insured institution exceeded $2,000,000,000.

"(E) The suspension of the 15-year period provided in subparagraph (D) shall apply only if and for so long as—

"(i) from and after, the end of such 15-year period, the private foundation shall have irrevocably divested itself, its disqualified persons, and its related and subordinate parties (as defined in section 672(c)) of the power to vote such of its voting stock of such insured institution and of each such savings and loan holding company that, in each case, would constitute excess business holdings but for subparagraph (D); and

"(ii) by the end of each 1-year period following the end of such 15-year period, the number of shares of voting stock of such insured institution, and of each such savings and loan holding company, owned directly or indirectly by the private foundation, is not, in each case, more than (I) the number of such shares that does not constitute excess business holdings (determined without regard to subparagraph (D)), plus (II) 10 percent of the number of such shares that would have constituted excess business holdings at the end of the 15-year period but for subparagraph (D), multiplied by the number of years remaining in the additional 10-year period described in subparagraph (D).

"(F) The savings and loan holding companies described in subparagraph (D) shall be deemed to be business enterprises for purposes of chapter 42.

"(G) The divestiture of the power to vote voting stock, pursuant to subparagraph (E)(i), shall not cause the stock in question to be considered as other than voting stock held by the private foundation."

SEC. 2. EFFECTIVE DATE.

The amendment made by this Act shall be effective as of May 28, 1969.

By Mrs. HAWKINS (for herself, Mr. Percy and Mr. Cochran):

S. 2741. A bill to establish the U.S. Capitol Page Board for supervision and education of congressional pages, and for other purposes; to the Committee on Rules and Administration.

CAPITOL PAGE BOARD BILL

Mrs. HAWKINS. Mr. President, I am today introducing, with Senators Percy and Cochran, a bill to establish the U.S. Capitol Page Board for supervision and education of congressional pages. This Board is necessary because it will, for the first time in history, bring together each of the offices responsible for overseeing the different aspects of the page program.

Recent developments on the Hill have directed attention to the lack of a cohesive program coordinating the activities of the young men and women working as congressional pages. These people come from all over the country to work for the U.S. Congress and to learn about the American political system. We, as lawmakers and responsible adults, would be remiss in our duties if we continue to allow these youngsters to be victimized by an uncoordinated congressional employment and educational program.

The Capitol Page Board that I propose would bring together the offices of the Clerk and Doorkeeper of the House of Representatives, the Secretary and Sergeant at Arms of the Senate, and the Architect of the Capitol. This Board could then develop policies and regulations which, when approved by the Senate Rules and Administration Committee and the House Administration Committee, improve the housing, education, and supervision of all congressional pages.

This bill is not a patchwork repair job. It does not legislate politically expedient decisions. Rather, this bill establishes a solid decisionmaking foundation insuring that the safety and well being of the pages will be considered in a cohesive and comprehensive manner. It also elevates the page program to a more public position which can only work in the best interests of the pages.

This measure is a companion to a bill which my colleagues in the House: Representatives Annunzio and Simon, have already introduced. H.R. 6729 has been referred to the House Administration Committee chaired by Mr. Annunzio. I expect that action will be taken on this measure in the very near future and so it now falls upon the Senate to consider the merits and relevance of this bill and to enact it without delay.

By Mr. TSONGAS:

S. 2743. A bill to authorize four demonstration centers designed to address changes in teaching techniques, teaching materials, and educational psychology; to the Committee on Labor and Human Resources.

NATIONAL TEACHER RETRAINING DEMONSTRATION ACT OF 1982

● Mr. TSONGAS. Mr. President, today I am introducing a bill that would pinpoint and remedy some basic woes plaguing our public schools. The National Teacher Retraining Demonstration Act of 1982 would establish a pilot program for training seasoned teachers in new techniques, materials, and educational psychology.

If enacted, this bill would help in upgrading teaching proficiency and advancing computer literacy. It would also assist the Nation's teachers in responding to one of their nagging concerns, "burnout" or the slackening of professional enthusiasm and morale.

Most of the Nation's teachers are devoted and committed professionals. Theirs is a demanding and critical occupation. They are entrusted with the future of our children, and thus of our Nation. Yet there is no comprehensive program to guarantee that our teachers' skills advance in step with technological knowledge and to combat teacher burnout.

The National Teacher Retraining Demonstration Act of 1982 would authorize the Secretary of Education to establish demonstration retraining centers in key areas of the country. These centers would serve as trial balloons to test the wisdom of establishing retraining programs nationwide.

The legislation provides for a minimum of four centers. Two would specialize in elementary education and two would emphasize a secondary curriculum, including vocation education. The centers would be established, operated and maintained by private contractors through a bid process conducted by the Department of Education. The centers would be financed by a combination of Federal, State, and private funds.

The centers would offer a relaxed learning atmosphere for teachers, while affording them the opportunity to sharpen their teaching skills. The emphasis would be on computer literacy and on other subjects looking toward the future.

Although many teachers are committed to their profession, some of them lack the wherewithal to respond to changes in their fields and in teaching technology. If we believe that learning is a lifelong process, then our teachers ought to have the opportunity to learn new skills in their professions.

Statistics point to a steady decline in the reasoning power of students, particularly those at the high school level. To solve this problem, our teachers must have the means to adapt to changing the social and educational conditions. The bill I am introducing today is a step in this direction.

Education is the foundation of our future. Our young people are our greatest natural resource. Our Nation's security and welfare are directly related to their education. Teacher retraining centers promise to fortify our schools for the 21st century. I urge my colleagues to support this legislation. ●

By Mr. HATCH (for himself, Mr. Packwood, Mr. Burdick, Mr. Denton, Mr. Lugar, Mr. Matsunaga, Mr. D'Amato, Mr. Wallop, Mr. Durenberger, Mr. Heinz, Mr. Hollings, Mr. Cochran, Mr. Ford, Mr. DeConcini, Mr. Cranston, Mr. Bumpers, Mr. Mitchell, Mr. Moynihan, Mr. Baucus, Mrs. Kassebaum, Mr. Melcher, Mr. Hayakawa, Mr. Stafford, Mr. Symms, Mr. Jepsen, and Mr. Sasser):

S.J. Res. 215. A joint resolution to provide that the week beginning March 6, 1983 shall be designated as "Women's History Week"; to the Committee on the Judiciary.

WOMEN'S HISTORY WEEK

Mr. HATCH. Mr. President, in March 1982, Utah, along with the other States of the Union, celebrated "Women's History Week." This special week, proclaimed by President Reagan to focus our Nation's attention on the role of women in our heritage, was met with a great deal of enthusiasm and support. Symposia were held, speeches were delivered, celebrations were organized, research was done, and a great deal of thought was given

JAMES R. JONES
FIRST DISTRICT, OKLAHOMA

CHAIRMAN
COMMITTEE ON THE BUDGET

MEMBER
COMMITTEE ON WAYS
AND MEANS
TRADE SUBCOMMITTEE
DEMOCRATIC STEERING
AND POLICY COMMITTEE

CHAIRMAN
DEMOCRATIC RESEARCH
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Congress of the United States
House of Representatives
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July 26, 1982

Honorable Bill Alexander
Chairman
Speaker's Commission on Pages
H 115
The Capitol

Dear Bill:

In an effort to assist the Commission members in studying the Page program, I thought you would like to have a copy of Dr. O.B. Hardison's letter he wrote to Bill Armstrong on this subject five years ago.

I believe you will find Dr. Hardison's comments insightful and hopefully helpful.

With best wishes,

Sincerely,

JAMES R. JONES
Member of Congress

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O. B. HARDISON, JR.
DIRECTOR

PHILIP A. KNACHEL
ASSOCIATE DIRECTOR

June 21, 1977

Rep. William L. Armstrong
223 Cannon House Office
Washington, D.C. 20515

Dear Rep. Armstrong,

This letter is prompted by an article in the Washington Post of Saturday, June 18, concerning inadequacies of the Capitol Page School. I am a resident of Capitol Hill. Between 1969 and 1973 two of my teen-age daughters were attending high-school in Washington and living at home. They came to know several of the Congressional Pages and often invited them to my house, where I met them and learned of their many interests and problems. I was particularly interested in their educational experiences, because before coming to Washington I was an English professor at Chapel Hill.

What I learned about the provisions made by the Congress for the education of the Pages was disturbing. Their classroom training was crammed into the early hours of the morning. Their teachers evidently varied from outstanding to inadequate. Student-teacher contact was erratic with little opportunity for the development of relations outside of class hours, although such relations are an important part of the lives of adolescents and most of us, I think, can recall teachers who had a deep influence on our lives and ideals. Instead of providing an atmosphere conducive to education, the classrooms were jury-rigged in spaces carved from the third floor of the Library of Congress. There was no school library, no assembly room, no theatre, and no athletic field although these facilities are usually considered essential in secondary education.

Most important, no provision was made, so far as I could tell, for the extra-curricular lives of the Pages. They are essentially, boarding school students. Yet they are farmed out with little supervision to various apartments and rooming houses on Capitol Hill. During most of the day they have more contact with adults than with each other, and the adults, naturally, are preoccupied with their own affairs. At the same time, the Pages are isolated from adolescents of their own age in the Washington area.

In sum, the situation of the Pages that I came to know was highly abnormal and probably unhealthy. They were being exploited by the Congress, and their lives were being warped, perhaps permanently, by the indifference of those whom they had come to Washington to serve.

At the time I spoke informally of my concerns to several people in the Capitol Hill area and also, in the course of a conversation on another matter, to Mr. George White, Architect of the Capitol. There was talk then of a plan to convert the Congressional Hotel into a dormitory and Page School. While this plan might have been a step forward in some respects, it failed to address the isolation of the Pages from other members of their own age group. At any rate, it has apparently been abandoned.

My thoughts three years ago were evidently parallel to suggestions made in the House Education subcommittee report described in the Post. Instead of supporting a program that is an embarrassment and a disgrace, the Congress should set about planning one which is a national asset. For what they are worth, here are a few thoughts.

First, the Page School should be planned as a model facility. It might draw part of its students from the Pages, part from the Washington, D.C. schools, and part from the nation at large. Provision might also be made for children from the diplomatic community and (perhaps) exchange students. Admission for non-Pages could be by competition, with the emphasis on talent plus a diverse representation of the United States as a whole. Those admitted could be awarded scholarships graduated in terms of need.

A Page School of this kind could choose its core faculty from the best teaching talent available. The core faculty could be supplemented by visiting faculty, again selected on the basis of competition. The program could be supplemented further by inviting distinguished individuals in the area to offer lectures, discussion sessions, and sharply focused short courses. In addition to its academic program, the school should sponsor social and athletic programs designed to insure healthy contacts between its students and other young people in the area.

The school might be supervised by a group of trustees drawn from government and from such fields as curriculum development and educational psychology. These trustees would be responsible for making sure that the school's program was not only sound but a model program, with potential for influencing secondary education beyond the boundaries of the District.

The obvious site for such a school is the Providence Hospital site, which is large enough, currently vacant, and convenient to the Capitol.

Whether or not a model school of the sort I have described is possible, I wanted you to know that your concerns are shared by members of the Washington community. As should be clear, my observations are impressions only and are not based on a detailed study of the Page School. They appear, however, to be confirmed by the Education Subcommittee Report. If so, the Pages are being treated with shocking indifference to their educational and psychological needs, and the Congress is doing no favor either to them or to their parents. Because I feel strongly about the education of the Pages and I hope that the issues raised by the Education Subcommittee Report will not be simply swept under the carpet, I am sending copies of this letter to the individuals listed below.

Sincerely,

O. B. Hardison, Jr.

OBH:sb

cc: Dr. Ernest Boyer
Rep. Richardson Preyer
Sen. Daniel Patrick Moynihan
Dr. Peter Bourne
Mrs. Walter Mondale

Room 322 Cannon Building
Washington, D.C. 20515
(202) 225-3333

Committees:
Energy and Commerce
House Administration

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, D.C. 20515

GARY A. LEE
33RD DISTRICT, NEW YORK

July 27, 1982

Honorable Bill Alexander
Chairman
Speaker's Commission on Pages
201 Cannon Building
Washington, D.C. 20515

Dear Bill:

Enclosed please find a copy of the letter I received from former Page, Hanns Kuttner. Hanns is currently working on the staff of David Stockman at the Office of Management and Budget. I feel that Hanns' comments and observations are very well expressed and provide a cogent summary of the current Congressional Page System as well as some excellent recommendations for improvements.

Please make these comments a part of the Commission's official record and if there is anything further Hanns can provide, I know he would be more than willing to provide his assistance.

With best wishes.

Sincerely,

Gary

Gary A. Lee
Member of Congress

GAL/m

encl.

cc: Honorable James Molloy
Honorable John Myers
Honorable Charles Wiggins
Mr. Joel Jankowsky

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150 D St., SE
Washington, DC 20003

23 July 1982

The Honorable Gary A. Lee
322 Cannon House Office Building
Washington, DC 20515

Dear Congressman Lee;

It was good to see you last Tuesday. I appreciate your asking for my comments on the needs and faults the Congressional page system. This letter presents my observations and recommendations based on my ruminations of my page experience.

In summary, I feel that:
1. The creation of a Capitol Page Board is necessary to make the parts of the page experience more integrated and ordered;
2. A page residence should be established utilizing an existing facility;
3. Capitol Page School should be taken from the jurisdiction of the District of Columbia Public Schools and put under the supervision of the Capitol Page Board.

Supervision. There are two primary problems.
1. No person or group is responsible and accountable for the conduct of the page system and pages;
2. There is no program for the supervision of pages, especially in the hours they are not at work or at school.

Both problems, I feel, can be grappled through the Page Board concept that has found numerous advocates on the Hill. Such a Board is a partial answer to the conditions that have lead to the current controversy and the failure of the page program to reach its potential.

The Board should be responsible for the education and supervision of pages. It should be small enough in size (five persons or less) that its meetings can be held frequently and on short notice. A suggestion for the composition of the Board would be the Doorkeeper of the House, the Secretary of the Senate, the House and Senate Chaplains, and the Architect of the Capitol.

A Board and a staff member or two given a clear charter of responsibilitie should work wonders for the page program. The Board should pull together all the pieces. Work supervisors will sit on the Board, and the Board will be responsible for the school and residence. Then the path will be open to integrating the parts - work, school, and residence - into a progra we can all be proud of.

Housing. The most immediate work of the Board should be to carry out a plan to establish a page residence.

The reason that we don't have a residence today is that the plan currently on the books is too expensive. I hope your Police and Personnel

Subcommittee will consider providing an authorization for a different scheme than the federal funding/new construction route.

I feel that there are a number of alternatives available which are marginally less effective, yet achievable at a lower cost and in a faster time frame than the federal funding/new construction route.

A. Existing structures. There are a number of existing structures which could become page residences in a reasonable time and at a reasonable cost.

Most attention has been focused on those structures currently in use as Annexes: the House's Congressional Hotel or one of the Senate Annexes scheduled to be abandoned upon completion of the Hart Senate Office Building. Adaption of one of these structures would violate the Architect of the Capitol's master plan for the development of Capitol Hill.

The optimal existing structure to be adapted for a page residence would be Thompson Markward Hall, a facility administered by a non-profit corporation which today houses all female pages. The building is located on Second Street NE across from the Hart Senate Office Building. My understanding is that at one time the Doorkeeper of the House or a member of his staff entered into negotiations with the Board that administers the Hall to obtain Thompson Markward as a page residence. At that time the Board was eager because it needed residents. Today the situation is different; the facility is filled and the Board is eager to reduce the number of page tenants. The facility would be ideal because it:

1. Contains a cafeteria to provide regular meals to pages;
2. Is a three minute walk to the Library of Congress;
3. Contains a Library and other study facilities;
4. Is located across from the Hart Office Building, a facility which pages might use in the time Senators and staff are not making use of the facility; and
5. Does not conflict with the Architect's Master Plan for space utilization.

B. Less than full federal funding. The cost of an existing building would be much less than a new building, probably enough less that the rental income could pay off the cost of the building and renovations.

Additionally, to assist in the financing, I suggest that the Providence Hospital Site be sold and the proceeds applied to the costs of establishing a page residence. The Providence Hospital Site was acquired in the early 70s as a site for a page residence.

3. School. The most disappointing element of my experience as a page was the Capitol Page School. This is the area in which reform is most needed if the page program is to reach its full potential.

Capitol Page School will continue to be a lackluster school characterized by a stultifying atmosphere as long as the school retains its relationship with the District of Columbia Public Schools. An effective alternative would be to place the school under the direction of the Capitol Page Board.

Bringing the school, the residence, and those who supervise pages at work together in one Board is essential since the school is a small, albeit critical, part of the education one receives as a page.

The school as currently constituted does little to make use of the potential for education around it. The Library of Congress, other staffs of the Legislative Branch, and the cultural resources of Washington are all untapped resources for the school. Only by moving away from the District of Columbia Public Schools can these resources be utilized.

Age and other criteria for pages. My views on there issues are biased by my experience as a page and my feeling that the goal of reform should be improvement, not a solution intended solely to minimize the potential for controversy surrounding pages.

Pages should remain high school students. The job of a page, particularly that of bench or running page, is often tedious and tiring. High school students with semester or year appointments as pages are better suited for these posts than other groups suggested as replacements. Most college students are overqualified for the duties. Career messengers would not have the enthusiasm pages bring to their jobs. The other jobs in the House page structure, those of overseer and cloakroom page, might readily be filled by college students. There would be the positve effects of having more mature persons in these positions, yet there is no indication at present that high school-aged individuals are not suited for the positions.

It is my understanding that some Senate officials propose to limit the appointment of pages to juniors in high school. While this is a definite improvement over current policy, I doubt the need to so narrow the qualifications. I do believe that that pages should be limited to being between the ages of 16 and 18 and either high school juniors or seniors.

Something now lacking are standards for the dismissal of pages. The Page Board should be required to establish criteria for remaining a page (academic standing, off-work conduct) and should recommend dismissal of pages who fall outside those standards.

This represents an outline of my thoughts. Should you desire any elaboration of these points, it will be my privilege to prepare it.

With many thanks and kindest personal regards, I am,

Truly yours,

Hanns

Hanns Kuttner

NORMAN Y. MINETA
MEMBER OF CONGRESS
13th District, California

COMMITTEES:
PUBLIC WORKS AND TRANSPORTATION
BUDGET
PERMANENT SELECT COMMITTEE ON INTELLIGENCE

Congress of the United States
House of Representatives
Washington, D.C. 20515

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July 22, 1982

The Honorable Bill Alexander
Chairman
The Speaker's Commission On The Pages
H-115 The Capitol
Washington, D.C. 20515

Dear Bill:

I am writing to express my support and endorsement for your Commission's efforts to study our page system.

Over the years the page system has provided a unique opportunity for hundreds of young people to participate first hand in the workings of our government. I believe this experience has been a valuable one, well worth continuing.

I do, however, share the concern of many Members, who feel the pages need a central housing facility and the increased supervision such a dormitory would enable us to provide. We should not continue to bring high school age students to Washington and leave them essentially unsupervised on evenings and weekends.

I strongly support the Majority Leader, Mr. Simon, and others in their efforts to secure centralized housing for the pages. Such a facility might also include modern facilities for the Page School.

One option available to us would be to construct a dormitory on the Providence Hospital site, which was purchased for that use ten years ago. Four years ago I joined with others in instituting site preparation work on that property, and we could now move quickly to construct a dormitory on that location. Another alternative to consider would be to renovate existing buildings owned by the Congress. I am confident the Commission will review all alternatives and make the best possible suggestion for action.

Please let me know if I can be of further assistance to your efforts.

Sincerely yours,

NORMAN Y. MINETA
Member of Congress

NYM/pko/w

cc: The Honorable James C. Wright, Jr.
The Honorable Paul Simon
The Honorable Louis Stokes, Chairman
House Committee of Official Conduct

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U.S. House of Representatives
Committee on Rules
Subcommittee on Rules of the House
Washington, D.C. 20515

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July 21, 1982

The Honorable Bill Alexander, Chairman
The Speaker's Commission on the Pages
U. S. House of Representatives
Washington, D. C. 20515

Dear ~~Mr. Chairman:~~ Bill

I appreciate the invitation to appear before you today but I think my limited contribution can be made with the least demand on your time by simply submitting a few comments. I wish to commend each of the members of the Commission for the time and interest devoted to this project.

As the Member designed to handle personnel matters on behalf of the majority party, I wish to take this opportunity to assure you of the complete cooperation and support of the Democratic Personnel Committee in your work.

And as a member of the House Rules Committee, I would also like to point out the primacy that I feel the Commission should exercise on this subject. In the past, the Rules Committee has reported the legislative authority for both the page school and the proposed dormitory. But the committee always has acted within a legislative maze which it co-inhabits with the Committee on Public Works and Transportation, the Committee on House Administration, and the Committee on Appropriations. All of these committees have a useful role to play in the present issue, but the jurisdictions are so fragmented that I would urge each committee to defer any possible action until they can act based on the unified set of recommendations expected to be made by this Commission. In both its capacity as one of the committees involved and as the "traffic cop" of the House, I will strongly urge my colleagues on Rules to act to insure that all action on these questions is taken in a unified form, based on the final report of this Commission.

I am rather eager to have this opportunity to make one observation which I know each member of the Commission shares; during the years I have served as personnel chairman, I have been consistently impressed by the hard work and integrity of the overwhelming majority of the pages who have been employed by the House. Pages rise at dawn to attend school, complete the same number of hours of classroom work as other high school students in a compressed academic schedule and then work a full day on their jobs. In general, their job performance and attendence are excellent.

I have relatively few recommendations but I should take this opportunity to make a few general comments about the principal issues which the Commission has been charged with studying. But these are only comments and I am fully prepared to support any recommendations this Commission is likely to make:

PAGE HOUSING

The Majority Leader and others have proposed that funds be appropriated to build a page school and dormitory on a block of land purchased for that purpose when the project was first authorized by the Rules Committee in 1970. Estimates of cost and the speed with which such a project can be undertaken vary considerably. But the gentleman from Texas is to be commended for having addressed this important issue forcefully and quickly. Certainly his recommendation goes to the heart of the problem and deserves the most serious possible consideration.

In the event that the Commission is dissatisfied with the cost or schedule such a project would involve, I would suggest a feasibility study of restoring a floor of HOB Annex No. 1, which used to be a hotel. The rooms continue to be configured as one room/bath/kitchenette units, although most appliances have been removed. One floor could probably be renovated to provide adequate residential quarters for pages. The facility could be ready in less time and at lower cost that most other options and would meet most of the same goals.

ABOLISH HIGH SCHOOL PAGES

Some Members have argued that high-school age pages are an anachronism and that college age students should be used instead. You are no doubt aware that the Senate passed such a proposal in 1973. Although that legislation died in the House Rules Committee, it is important to realize that, if there had been sufficient interest in the Senate, it would have been possible for them to act, as regards their own House, without the concurrence of this body.

My principal concern with such a suggestion is that abolishment of the page system is likely to be subject to considerable misinterpretation by the public and the media. It could represent an unfair -- and untrue -- judgement about hundreds of young men and women who now, and in the past, have served as congressional pages, honorably and conscientiously.

If, however, the judgement of this Commission is that inadequate methods are available to provide better supervision, you may find there is no other choice.

The abolishment poses relatively little difficulty from an administrative point of view. The Committee on House Administration, under existing statutory authority, could (1) abolish all page positions; (2) increase the number of doormen to accomodate full-time replacement of floor and cloakroom pages; and (3) establish part-time positions to replace running pages with part-time college-age messengers.

Any structure for replacing messenger service should take proper account of possible improvements of the use of an existing electronic mail service in the House, increasingly sophisticated versions of telecopying, expanded inside mail services, and retention of messengers individually by offices which have special needs for courier services.

AGE LIMITATIONS

If a decision is made to continue to employ high school pages, various proposals are pending for changes in the age limits. Under the statutory requirements imposed by the Rules Committee in 1970, the contingent fund is available for compensation of pages only to the extent that they meet both of two requrements -- they must be between 16 and 18 and enrolled as juniors or seniors in high school. Senate pages can be as young as 14. The Senate Majority Leader, I am advised, has received a report recommending that pages be employed for a one year term as high school juniors. If the Senate is prepared to accept a higher age limitation, there would appear to be some basis for an agreement. I would support simply requesting that the Senate accept the terms that apply to House pages. Your staff will be providing you with specific numbers but my impression is that the Senate does not substantially use its authority to appoint younger pages. Indeed, we occasionally pay to operate a freshman class with an enrollment of only one or two.

Concentrating existing resources into a one year program would probably improve the quality of the academic program and a complete turn-over of pages would involve a "fresh start" for each group. However, if this would pose too many problems in terms of training and supervision, the two year limitation would still involve significant benefits.

CAPITOL PAGE SCHOOL

All of us who are familiar with the situation have reservations about the calibre of the Capitol Page School, as operated by the District Government. There has been discussion in the past about alternatives including the Defense agency which operates foreign military base schools or competitive bids to area private schools and public school systems. Congressmen Simon has specifically looked at this issue and will undoubtly be sharing his well thought out judgements with you.

SUPERVISION

On the issue of supervision, I would like stress that, as personnel chairman, I have worked closely with Jim Molloy for many years and have the highest respect for the efficiency and integrity with which the Office of the Doorkeeper is managed. Jim and his senior aides have exhibited considerable personal and professional interest in running a useful page service and in making the Washington experience a beneficial one for each page.

Various proposals are now pending for the establishment of a joint supervisory board. In the past the Rules Committee has established such boards to operate the Capitol Police and the Guide Service. The principal question which has surfaced, if such a board is to be established, is whether such a board should be composed of the officers of each House directly responsible or should also include Members from each House.

I have no specific recommendation in this regard. But I think it is important to recognize a difference between the proposed board and the two which the Committee on Rules has previously established. At no point in their working day are the police or the guides particularly more accountable to one House or another; their responsibilities are fully merged and joint in every regard. The pages, on the other hand are either House or Senate employees, responsible through their supervisors to the officer they work for and ultimately to the respective Houses. Only the school and housing are joint responsibilities and any proposed legislation must delineate the area in which the officers must work jointly as a board.

I hope the Commission will not hesitate to let me know if I can be of any help to you in your work. I stand prepared to offer any possible support or assistance.

Sincerely,

John Joseph Moakley

cc: Hon. Richard Bolling
Hon. John T. Myers
Hon. James T. Molloy

AUSTIN J. MURPHY
HOUSE OF REPRESENTATIVES
WASHINGTON, D.C. 20515

22ND DISTRICT
PENNSYLVANIA

July 22, 1982

The Honorable William Alexander
Speaker's Commission on Pages
201 Cannon Building
Washington, D.C. 20515

Dear Bill:

I was pleased to learn of your selection as chairman of the Speaker's Commission on Pages, and would like to submit some information for your consideration. During your commission's review of the page system and examination of alternatives, I would appreciate it if you would consider the letter that I sent to Majority Leader Wright on July 8, 1982, as well as copies of remarks by Bob McClory, in the July 19, 1982 issue of the Congressional Record.

I plan to introduce the legislation that is outlined in my letter to Majority Leader Wright, and would appreciate consideration of it by your commission. If you want a copy of the bill, I will be happy to make it available to you.

In addition, I am enclosing copies of the same materials for Commission Members Joel Jankowski and Charles Wiggins, and would appreciate it if you would forward them to them.

I wish you every success in the difficult undertaking that you have accepted. Should I be of further assistance, please do not hesitate to call on me.

Very truly yours,

Austin

AUSTIN J. MURPHY
Member of Congress

AUSTIN J. MURPHY
22ND DISTRICT, PENNSYLVANIA

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July 8, 1982

The Honorable Jim Wright
H-148, United States Capitol
Washington, D.C. 20510

Dear Jim:

I have received your telegram concerning the proposal for a page dormitory. I share your concern for additional supervision of Congressional pages. However, I would like to offer an alternative to supervised dormitories.

With eleven colleges and universities in the immediate area, there would seem to be adequate numbers of college students to perform the tasks now being done by Congressional pages. Congress could then realize savings from the closing of the page school as well as offer part-time employment opportunities to a sector of our economy that is particularly suffering from our nation's record unemployment rates.

There are five advantages to the replacement of the current page system with college students. First of all, eliminating the page school would save approximately $300,000 annually. Secondly, hiring college students as needed would reduce existing labor costs by as much as $450,000. Thirdly, the use of college students would save millions of dollars for the proposed John W. McCormick page dormitory. Fourth, hiring college students would help offset reductions in student grant-in-aid and loan programs contained in the last two federal budgets. Finally, college students offer the maturity and capabilities necessary to effectively cope with the responsibilities of living in Washington, D.C. without the necessity of chaperones who would add additional costs.

There is no question that basic changes in the manner that the Congressional page service operates is needed. I feel that your suggestion for a dormitory for pages has considerable merit, and I hope that you will give my suggestions consideration. In any case, I will welcome your recommendation so that the recent problems concerning the page system can be satisfactorily resolved.

Very truly yours,

Austin J. Murphy
Member of Congress

AJM:mjd

EXTENSIONS OF REMARKS

CONGRESSIONAL PAGES: THEIR WORK AND SCHOOLING

HON. ROBERT McCLORY

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Monday, July 19, 1982

● Mr. McCLORY. Mr. Speaker, 16 years ago, before some of today's congressional pages were born, a former colleague from Illinois, Bill Springer, who was at that time ranking on the House Commerce and District Committees, thoroughly researched the operation of the congressional page system and presented his findings as Chapter 11 of the book, "We Propose: A Modern Congress: Selected Proposals by the House Republican Task Force on Congressional Reform" Published in 1966 by McGraw-Hill, 338 pages.

Although some changes have been made in the congressional page system since that time, for example lifting the discrimination against girls, and with the understanding that certain numbers, such as salary figures and the like, have necessarily changed over that period of years, I ask permission to quote below substantial portions of the Springer chapter for the edification of my colleagues in the 97th Congress and for others who have some interest in the history of the congressional page system.

I ask the reader to keep in mind that this chapter was written in 1966, and I would like for Members of the 97th Congress who were not in the House at that time to know that our House Republican Task Force on Congressional Reform fought very hard 16 years ago for reform of the page system.

CONGRESSIONAL PAGES: THEIR WORK AND SCHOOLING

(BY WILLIAM L. SPRINGER, M.C.)

Imagine in this year of 1966 an employer who—

Hires 14- and 15-year-old boys.

Brings them from distant homes to a big city.

Limits their schooling to three hours a day.

Makes them work a minimum of eight, and occasionally 12 or even 14 hours a day.

And leaves them unsupervised the rest of the time, free to sleep where they can find a room, eat what they please, and study whenever they can find the time; free also, should they desire, to roam a crime-infested metropolis.

Impossible, you say, in this age of child labor laws? Perhaps in the 19th century London that Charles Dickens wrote about, but not in modern Washington?

Unfortunately, it is not at all impossible when the employer is the Congress of the United States and the employees are pages of the Senate and House of Representatives.

It's true that the average congressional page bears scant resemblance to Dicken's Oliver Twist. Oliver was very poor. By comparison our pages are well-heeled members of the affluent society.

Nevertheless, despite its generosity as a paymaster, Congress is a hard taskmaster. It makes demands on these boys that federal law and the laws of most states wouldn't countenance from a private employer.

Most pages work from 10 a.m. to 5 p.m. Monday through Friday and from 9 a.m. until noon on Saturday. When a session lasts until past 5 o'clock, the pages stay until the House adjourns. The House Select Committee on the Education and Welfare of Congressional Pages, created by the 88th Congress, found that pages average 40 or more hours of work a week. Senate pages work longer hours than House pages because of the more numerous night sessions.

The pages' school day begins at 6:30 a.m. and for most of them is over at 9:45. Most pages have classes in four subjects. a Few have a fifth classroom period which lasts until 10:30. Classes are held in makeshift quarters on the third floor of the Library of Congress. There is a 15-minute break at 8 o'clock each morning, presumably for breakfast. It has been noted, however, that for many of the boys it is more a coke-and-candy break than anything else.

The Federal Fair Labor Standards Act prohibits the employment of 14- and 15-year-old children for more than three hours on a school day, for more than 18 hours during any school week, and for night work after 7 p.m.

These limitations on child labor imposed on employers engaged in interstate commerce do not apply to Congress. But surely Congress has a moral obligation to maintain standards at least as high as those it prescribed for private industry almost 30 years ago.

As part of its study, the Select Committee on the Welfare and Education of Congressional Pages (88th Congress, 2nd Sess.) put this question to the U.S. Department of Labor's Bureau of Labor Standards: In how many states would it be legal for boys of 14 and 15 to go to school in the morning, and then work eight hours a day in general employment? The Bureau's reply [indicated that] . . . it is doubtful that a private employer could get by in any State with the kind of work-study program which has been required of our 14- and 15-year-old pages.

Although the action by the House Administration Committee and the Democratic Patronage Committee in restricting page appointments to upper classmen and insisting that they meet satisfactory scholastic standards are important steps in the right direction, they fall considerably short of meeting some of the Select Committee's most telling objections to the present system.

The Select Committee made two alternative proposals. One was based on retention of high school pages, the other on a program for college students. If we are to continue employing high-school-age youngsters, the Select Committee said they should be selected on a nondiscriminatory basis without regard to race, religion, or sex; that no page may be appointed for longer than one calendar year or for a shorter time than one semester, and that consideration be given to increasing the number of pages so that each page could be given a longer classroom schedule and a shorter work assignment.

While there is no indication of any religious discrimination in the selection of pages, questions have been raised in the matters of race and sex. During the Select Committee's hearings, one of the Republican members, Congressman William S. Broomfield of Michigan, noted that no Negro had ever been employed as a page in either the House or Senate. "Is there any restriction to prohibit Negroes from serving as Capitol pages in the Congress?" he asked the Doorkeeper of the House of Representatives, William M. Miller, under whose supervision the House pages work.

"To the best of my knowledge, no sir, but none has been sent to our office," Mr. Miller replied.

I find it exceedingly strange that throughout all the years that the majority party has been in power in both Houses of Congress, years that have seen the enactmnent of epochal civil rights legislation supported by both parties, it was not until 1965 that the first Negro page was appointed. Appropriately, he came from Abraham Lincoln's home town, Springfield, Illinois, and was sponsored by Congressman Paul Findley, a Republican.

It should be emphasized here that the appointment of pages and other House employees is the prerogative of the majority party, which currently allows the minority to select six of the 50 pages serving the House. The six Republican pages are assigned to telephone duty in the GOP cloakroom. This duty involves answering congressional office calls for information about Floor activities, also relaying and taking of messages for House members. It is considered responsible work requiring more mature judgment than the errand-running and other chores given most pages. Telephone duty is assigned only to 16- to 17-year-old boys, so as a practical matter the Republican pages in recent years have all been in that age group. Except for the telephone pages, all other pages assigned to the Republican side of the House floor are selected by Democrats. If the fairer method of apportioning pages in ratio to a party's relative strength were used, Republicans would be entitled to name 16 or 17 of the pages serving the present House.

Another inconsistency between congressional preaching and congressional practice is the limitation of page appointments to youths of the male sex. Our passage of the Civil Rights Act of 1964, strictly forbidding discriminatory hiring practices based on sex, presaged a feminine invasion of many a hitherto male employment preserve. But not the page corps. As a father of three daughters, I can testify that young ladies are perfectly capable of running errands, taking telepone messages, and performing the various other activities expected of pages. Enrollment of girls in the Page School would cause no complications, the principal, Mr. Henry De Keyser, told the Select Committee. "In fact," he added, "I'm sure some of the boys would be delighted." The new regulations regarding the appointment of pages do not mention sex. However, one rule reads: "All pages are required to wear a dark blue suit (long trousers), white shirt, black tie, black socks and black shoes." That doesn't sound as if the hiring of any girls is contemplated.

For the first time the new regulations prescribe a minimum period for which a page may be appointed—30 days. We understand that some objections have been made to

● This "bullet" symbol identifies statements or insertions which are not spoken by the Member on the floor.

even this. It appears that some Congressmen have been in the habit of making appointments for as little as one week. Of the 98 boys enrolled in the Capitol Page School in 1963-64, 27 were there for less than a semester, 19 of whom served for 30 days.

"We have had, on the whole, unsatisfactory work at school from these 30-day pages," Principal De Keyser told the Committee. "Some of them . . . we never see. They do not bother to register at all. Most of them," he added, "look on this month's appointment as a glorified vacation." Since 30 days is hardly enough time for a boy to learn his way around the Capitol, the short-term pages also are of little use to their employers. Their supervisors testified that it takes most boys 90 to 120 days to adjust to the system.

I also regret that the new rules disregard the Select Committee's recommendation against employing any page for more than a year. During my 15 years in Congress I have become acquainted with many pages. The vast majority are boys of excellent character and habits. I believe, however, that the boy who tries to make a career out of being a page is making a mistake. Some career pages stay around long enough to learn too many angles. Bobby Baker served the Senate continuously from his arrival in 1942 as a 14-year-old page from Pickens, South Carolina, until his resignation 21 years later from his $19,612 a year post as secretary of the Senate Majority and chief figure in what is probably history's worst "conflict of interest" case involving a congressional employee.

The serious public implications of Baker's use of his privileged position to build a personal fortune overshadow the personal tragedy. That Baker betrayed the Senate's trust can hardly be questioned. But we must be concerned also with the extent to which the congressional page system contributed to Bobby Baker's delinquency. . . .

Since 1947 the Page School has been operated by the District of Columbia Board of Education although no regular public school funds are used. Congress provides money for the Page School as part of the annual appropriation for the Legislative Branch. The budget for the 1965-66 school year was $85,712. Assuming a normal enrollment at any one time of 75-80 students, this amounts to more than $1,000 per student compared with a $700 per pupil expenditure in District of Columbia high schools.

For many years before the D.C. school board took charge a private school for pages was conducted in the basement of the old Senate Office Building. The boys paid tuition fees. Pages have been employed as far back as the first Congress in 1789. They were called runners then. During the 27th Congress (1841-43) a Select Committee was appointed to ascertain whether the House was employing more boys "than the public good required." The problem then, according to the Committee's report, was that a Congressman whose sympathies were aroused by a destitute orphan would importune the Doorkeeper to put him on the payroll. The Committee recommended a definite limit on the number of pages. As a result of its inquiry the number was reduced from 12 to 8 and pages' pay was raised from $1.50 to $2 a day.

I have set down here my thoughts about the pages' long working hours, their short classroom schedules, and the pattern of discrimination that surrounds the present system. I am convinced that many, probably a majority, of my colleagues share most of these views. About another problem there is a unanimity of concern but a diversity of proposed solutions. It has been best defined by an evaluation committee of the Middle Atlantic States Association of Colleges and Secondary Schools in reporting on a study of the Capitol Page School in March, 1964. The committee's report contained this statement:

"It seems inconceivable to the members of this committee, all but one of whom are parents, that a 14- or 15-year-old boy should be turned loose in a large metropolis to find his own room, make his own arrangements for eating well-balanced and nourishing meals, engaged in healthy and moral activities, and watch over his own physical and moral well-being It is one thing for a page to live at home or in the home of his sponsor, where he can be a part of normal family living so necessary at this stage of growth. It is something else again to give these youngsters the great opportunity to be of direct service to their Government and at the same time deprive them of the basic protections to which they are entitled at this stage of their development. The Washington of today is a different city from that of 20 years ago."

To meet this problem, it has been proposed that Congress build a combination school and residence for pages on Capitol Hill. In the 88th Congress, committees of both the House and Senate reported bills authorizing up to $1½ million for such a purpose. That figure was based on estimates made a few years ago. The actual construction cost now undoubtedly would be much higher. If provision is made for coeducational facilities, the construction expense and the salaries of those who would be needed to supervise the pages would boost the cost still more. And we would still have the problem of high school students working longer hours than children of that age should work.

Instead, I strongly favor replacing our high-school-age pages with college students. I hope that this is one of the reforms that the Joint Committee on the Organization of the Congress will recommend this year.

At the same time, every taint of discrimination—whether based on sex, race, or politics—should be removed from the program. Selection of pages should be made by a nonpartisan committee of educators through a national competitive examination.

Such a program would have these advantages over the present system:

1. Congress no longer would be in a position of condoning its own use of child labor while condemning it for everyone else.
2. Mature college students would not require after-hours supervision.
3. There would be no need to build a costly school and residence.
4. The experience of being a page should prove more valuable to college students, particularly those majoring in government.
5. Meritorious students from all parts of the country can be helped to finance their college costs.

Congress already hires many college students in such capacities as elevator operators, policemen, folding room employees, and staff aides to individual Members and committees. They generally work set hours and sign up at Washington area colleges for day or night classes as their work schedules allow.

Converting our present page system into one involving college students does, of course, present some problems because of the long and uncertain working hours and early morning classes of our high-school pages. But these problems are not insuperable. One possible solution is to appoint more pages so that each will have a shorter work assignment. Another possibility is to limit page service to one year, which the student could consider in the nature of a sabbatical leave from classroom routine. He would be free to take any courses he could fit into his work schedule. But the emphasis would be on making his service to Congress in itself a valuable part of his educational experience. Following his page sabbatical he would be expected to resume his college course leading to a degree. This plan would, in my judgment, particularly appeal to political science majors as well as to those preparing for careers in other fields closely related to government and politics.

I mention these ideas for planning an educational program for college-age pages merely to show that it would be possible. Undoubtedly there are many other and better programs that could be developed once the basic decision is made to replace our high-school pages with college students. I am sure Congress would receive complete cooperation from all institutions of higher learning in the Washington area as well as from political scientists throughout the country in working out a satisfactory program.●

THE BETTER MILITARY CARGO PLANE

HON. LARRY McDONALD

OF GEORGIA

IN THE HOUSE OF REPRESENTATIVES

Monday, July 19, 1982

● Mr. McDONALD. Mr. Speaker, this week we will vote on the defense authorization bill, H.R. 6030. The most contentious issue will be the decision to substitute the 747 commercial airliner for the proved C-5 to remedy the military outsize cargo shortfall. This article from the Detroit, Mich., News suggests that we "would be wise to oppose the Senate action."

[From the Detroit News, June 25, 1982]

THE BETTER MILITARY CARGO PLANE

Members of the House Armed Service Committee are umpiring a nasty little dustup between Lockheed and Boeing over the type of plane the Air Force will buy for hauling heavy cargo. The exercise is instructive because it shows how wrong weapons are sometimes bought.

The Air Force now has 77 C-5As, built by Lockheed in Marietta, Ga. This type is an enormous kite with a high wing, a floor near the ground, and both front and rear doors. Air Force crews know how to fly and fix it, and already have a stock of spare parts.

C-5A clearances allow for hauling "outsize" cargo, including a pair of main battle tanks, or three helicopters, or 10 Pershing missiles with tow and launch vehicles.

The recession is hurting Boeing, and its management thought the Air Force could be conned into buying used 747 airliners, instead of 50 new C-5Bs. Idle 747s would be absorbed—to the great relief of the struggling airlines—and Boeing would keep some people at work refitting them at $12 million apiece.

The issue became a test of wills between two powerful Democrats, Sen. Sam Nunn of Georgia (Lockheed's home state), and Sen. Henry Jackson of Washington (Boeing territory).

There was a blur of numbers, all of which were affected by some strange inflation calculations. Boeing says used airplanes could save the Defense Department $6 billion, while the Pentagon says the difference would be $1 billion during the planes' life cycle.

CLAUDE PEPPER
14TH DISTRICT, FLORIDA

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July 16, 1982

Dear Jim:

As we discussed over the telephone yesterday, I think we should have the authority to appoint some elderly people as pages. I would appreciate it very much if you would see what we can do to see that we can have this authority and let me know. You know your assistance in this important matter will be very much appreciated by me.

With kindest personal regards, and

Believe me,

Always sincerely,

Claude Pepper
Member of Congress

Honorable James T. Molloy
Doorkeeper
U.S. House of Representatives
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ARMED SERVICES COMMITTEE
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July 20, 1982

Honorable Bill Alexander
Chairman
Speaker's Commission on Pages
201 Cannon

Dear Chairman Alexander:

Thank you for the invitation to testify before the Speaker's Commission on Pages. Since I have amendments up on the Defense Authorization bill this week, I am not sure I will have the opportunity to testify in person. Thus, I would like to file a written statement.

There have been some suggestions that we continue the current teenage page program and construct a dormitory and school. The construction of these facilities, and their permanent staffing, will cost tens of millions of dollars--while leaving the page supervision question essentially unanswered.

A better solution, and a cheaper one, would be to eliminate the page apparatus, and have the necessary messenger and other clerical duties accomplished by permanent, adult House employees. We would make a small contribution to the Washington, D.C., job market, avoid the construction and staffing of yet another set of House buildings, and dispose of the in loco parentis issue entirely.

Sincerely,

Pat Schroeder
Congresswoman

PS/db

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CHALMERS P. WYLIE
15th District, Ohio

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Waller C. Bloom
District Representative

Congress of the United States
House of Representatives
Washington, D.C. 20515

Committees:
Banking, Finance and Urban Affairs

Subcommittees:
Consumer Affairs
Housing and Community Development
Financial Institutions Supervision, Regulation and Insurance

Veterans' Affairs

Subcommittees:
Compensation, Pension, and Insurance
Education and Training

Joint Economic

July 22, 1982

The Honorable Bill Alexander
Chairman
Special Commission for the
Study of the House Page System
2360 Rayburn House Office Building
Washington, D.C. 20515

Dear Bill:

Recent headlines concerning allegations that pages may have been involved in sex and drug problems lead me to believe that the Congressional page system should be changed. There have been complaints that the pages, some as young as 14 and 15 years old, come to Washington only to do menial tasks and run errands for Members of Congress.

Suggestions that a dormitory be built to house the pages have led to renewed charges that the only way Congress can solve a problem is to throw money at it.

When I was asked about the page problem during a television interview in my district, I said that Congress ought to consider getting rid of the page system. May I say that this position has been well-received by my constituency.

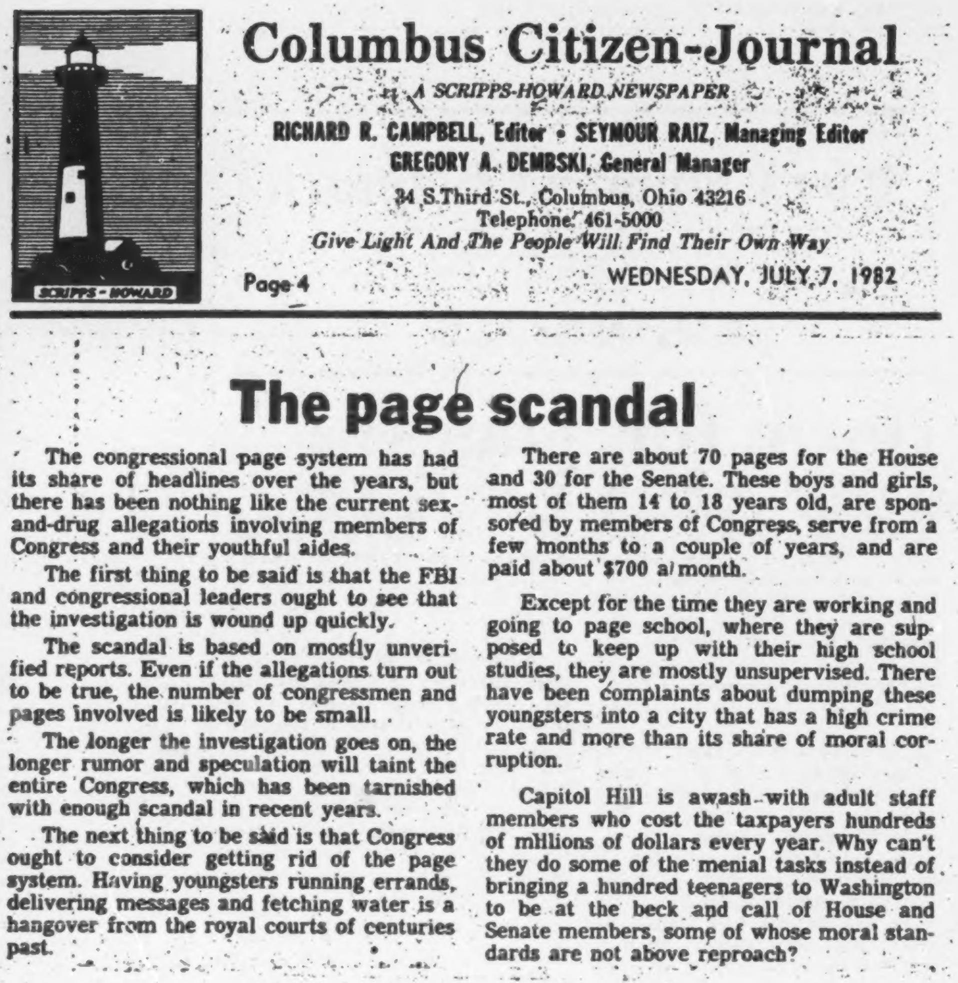
Enclosed are two editorials, from the two major daily newspapers in my district, which sum up my feelings and, I believe, accurately represent the feelings of my constituents.

It seems to me that we can figure out a better way of doing menial tasks than bringing unsupervised youngsters into the moral atmosphere which has led to the problems we now encounter. I would be glad to have this letter appear as part of the record or appear in person before the Commission if you deem it advisable.

Sincerely,

Chalmers P. Wylie
Representative to Congress

cc: The Honorable John Myers
enclosures



Columbus Citizen-Journal
A SCRIPPS-HOWARD NEWSPAPER
RICHARD R. CAMPBELL, Editor • SEYMOUR RAIZ, Managing Editor
GREGORY A. DEMBSKI, General Manager
34 S.Third St., Columbus, Ohio 43216
Telephone: 461-5000
Give Light And The People Will Find Their Own Way
Page 4 WEDNESDAY, JULY 7, 1982

The page scandal

The congressional page system has had its share of headlines over the years, but there has been nothing like the current sex-and-drug allegations involving members of Congress and their youthful aides.

The first thing to be said is that the FBI and congressional leaders ought to see that the investigation is wound up quickly.

The scandal is based on mostly unverified reports. Even if the allegations turn out to be true, the number of congressmen and pages involved is likely to be small.

The longer the investigation goes on, the longer rumor and speculation will taint the entire Congress, which has been tarnished with enough scandal in recent years.

The next thing to be said is that Congress ought to consider getting rid of the page system. Having youngsters running errands, delivering messages and fetching water is a hangover from the royal courts of centuries past.

There are about 70 pages for the House and 30 for the Senate. These boys and girls, most of them 14 to 18 years old, are sponsored by members of Congress, serve from a few months to a couple of years, and are paid about $700 a month.

Except for the time they are working and going to page school, where they are supposed to keep up with their high school studies, they are mostly unsupervised. There have been complaints about dumping these youngsters into a city that has a high crime rate and more than its share of moral corruption.

Capitol Hill is awash with adult staff members who cost the taxpayers hundreds of millions of dollars every year. Why can't they do some of the menial tasks instead of bringing a hundred teenagers to Washington to be at the beck and call of House and Senate members, some of whose moral standards are not above reproach?

The Columbus Dispatch

An Independent Newspaper
Serving Ohio Since July 1, 1871.

EDITORIALS

Dorm for pages?

AMONG THE proposals being tossed around in the wake of reports that congressional pages have engaged in improper activities while living in Washington, the one that deserves the least consideration is to build a dormitory for the pages. This would do virtually nothing to solve the root problem and would cost taxpayers an arm and a leg by the time it is finished.

This idea surfaced again recently amid rumors that some pages have been unable to deal effectively with the swirl of glamor in the nation's capital and may have engaged in improper sexual relations with some members of Congress and their staffs. While these rumors are serious and should be investigated, constructing another building would do nothing to solve the problem.

Something happens to congressmen when they get in the building business. Each new edifice, no matter how modest in concept, becomes a monument to extravagance by the time it is completed.

Take the Hart Senate Office Building now under construction. Back in 1972, the Senate Public Works Committee decided Senate members needed more room "for the most effective operation" of the chamber. It was proposed that a new Senate office building be constructed at a relatively modest price of $47.9 million. But by 1973, the price had climbed to $68.8 million. The next year it topped $85 million. By early 1978, the cost had risen to $122.6 million. Later that same year, it was estimated that $135 million would be needed. And by 1979, the cost had rocketed to $175 million. Later congressional action cut the price to a mere $137.5 million, but make no mistake about it, the building is swank.

No estimates of the cost of a page dormitory have been presented in the current debate, but it would be safe to assume that the price would triple or quadruple by the time the structure was completed. Then there would be the need to staff the facility and to maintain it. A good idea — allowing students to see Congress in action — would quickly become a very expensive idea.

And what would be gained? Would the pages be required to spend all their free time in the dorm? Would visitors be prohibited? Would room searches be authorized? Is this what we want the nation's future leaders to experience?

A better and cheaper solution would be for private organizations to increase their efforts to find suitable and safe housing for the pages. Foreign exchange student programs have been locating private housing for visitors for years. Why couldn't similar arrangements be made in this nation's capital for this nation's students?

Surely there is a better answer to the problem than building a dormitory and "locking" the students up in it. If there isn't, then maybe the continuation of the congressional page program should be reconsidered.

Congressional Research Service
The Library of Congress

Washington, D.C. 20540

July 20, 1982

Honorable Bill Alexander
Chairman
The Speaker's Commission on the Pages
Congress of the United States
Washington, D.C. 20515

Dear Bill:

As indicated during our discussion last week, we in CRS are most appreciative of the opportunity to assist the House Capitol Page Study Commission in its important work. Our efforts in connection with this project will be coordinated by Roger H. Davidson, Senior Specialist in American Government and Public Administration. In addition, the resources of our Government Division will be made available through its chief, Fred Pauls. We anticipate that CRS will provide both information and reference support, as well as policy analysis of various options concerning the future of the Page system and related issues.

I also would like to confirm our understanding that Dr. Davidson will testify before the Commission on the background and history of the Page system. As I'm sure you know, congressional guidelines on objectivity and non-partisanship require that our staff confine their testimony to technical, professional and nonadvocative aspects of the matters under consideration, and limit themselves to questions within their fields of expertise. With the understanding that his testimony will be prepared and delivered in accordance with these principles and limitations, I am pleased to authorize Dr. Davidson's appearance pursuant to your request.

Sincerely,

Gilbert

Gilbert Gude
Director

cc: Honorable John Myers
Honorable Jim Molloy
Mr. Joel Jankowsky
Mr. Charles Wiggins

ROBERT T. STAFFORD, VT., CHAIRMAN

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JOHN W. YAGO, JR., MINORITY STAFF DIRECTOR

United States Senate
COMMITTEE ON ENVIRONMENT AND PUBLIC WORKS
WASHINGTON, D.C. 20510

July 20, 1982

The Honorable Thomas P. O'Neill
Speaker of the House
c/o House Office Building Commission
2231 Rayburn House Office Building
Washington, D.C. 20515

Dear Mr. Speaker:

The Senate Office Building Commission met on July 19, 1982, to evaluate the need for suitable dormitory space for the Congressional pages.

By voice vote, with no dissent, the Commission approved the proposal to convert space in the old Congressional Hotel on the House side for the use of all Congressional pages, if the House should agree.

Should that alternative not prove suitable, the Commission then agreed to support the conversion of the building at 128 C Street, N.E., on the Senate side, for use as supervised dormitory space for all Congressional pages. This, of course, could not occur until present Senate staff working in that building is moved out once the Hart Senate Office Building is opened at the beginning of the 98th Congress.

Should the House find that neither of these alternatives is suitable, the Commission approved a plan for the Senate to proceed on its own to provide housing for its Senate pages at 128 C Street, N.E.

We believe that these actions and recommendations fulfill our statutory mandate that the Commission approve any dormitory facility for the Congressional pages. Should you have any questions or suggestions, please feel free to call upon either of us.

Sincerely,

J. Bennett Johnston
Ranking Minority

Robert T. Stafford
Chairman
Senate Office Building
Commission

3179 Porter Street N.W.
Washington, D.C. 20008
July 16, 1982

Congressman Bill Alexander
201 Cannon House Building
Washington, D.C. 20515

Dear Mr. Alexander;

I have been following the present controversy surrounding the Congressional Page program with a good deal of concern. I have long been a fan of the program and would have applied during my high school years had I been able to. I believe that the young people who participate in this program benefit greatly from it and it would be a true loss to them to abandon the program. However, the charges now being heard, while unsubstatiated for the most part, do point up some conditions that do need to be reformed.

It seems to me to be taking unnecessary risks to have this great a number of legal minors go totally unmonitored. These kids are undoubtably intelligent or they would not have been selected for the program. The certainly know right from wrong. They are, however, still young and not yet fully mature. It would seem a much better idea to have a way to monitor their activities to a higher degree then at present. At the same time the costs involved in building a dormitory and hiring many counselors towatch over them are prohibitive. I propose a different idea.

Last year I spent a semester in Jerusalem as part of a program during my senior year in college. We were housed with families around the school who were paid a rent for use of the room. The boarders were housed two to a room and took their meals at the school. I believe a similar plan would work for the pages. There are many families, I'm sure, that would be willing to house these young people especially when they know they will receive compensation for the use of an otherwise unoccupied room. Older couples whose children are grown or families whose own children have recently gone off to college would be ideal candidates as hosts.

This idea brings up another need. There should be someone to oversee this program, to interview prospective families offering rooms and, very importantly, to plan activities for the pages in their off-hours. This administrator should be someone who is mature but young enough to empathize with the problems and needs of the pages, someone who knows Washington well and would be able to make the pages' tenure more enjoyable and educational. Ideally this person could be someone who grew up in Washington.

Such an administrator should not be hard to find but I would like to recommend myself as an ideal candidate. I am 25 years old and have lived in this city since 1969. I went to high school in the area, graduating in 1975. I recently graduated from Brandeis University, a prestigious institution outside Boston. I am very interested in working with young people.

I hope this pitch for myself is not out of line and please do not let it detract from my original premise, preserving the page program. I hope that I may have been of some help and that the program can be saved. I would also truly enjoy the position of Page Program Aministrator. If you wish me to elaborate any any of these points, please feel free to contact me. I thank you for your time and attention.

Sincerely,
Harry A. Garfield
Harry A. Garfield

BANK OF CRENSHAW
CRENSHAW, MISS.

July 16,1982

Honorable Bill Alexander
United States House of Representatives
Washington, D.C.

Dear Rep. Alexander,
I am writing you today in reference to the study that your special committee will do on the congressional pge program. I read with dismay the article in the Memphis Commercial Appeal dated July 16th that stated that it was a possibility that this program will be abolished. I really hope that this can be avoided. I was lucky enough to be appointed by Rep. Jamie Whitten and was able to spend the month of October,1977 in Washington. Without recounting all of my experiences, I would just like to say that it was one of the most enjoyable and enlightening experiences of my still young life. Of course, this was the time of the Watergate trial and Vice-President Agnew's resignation. I feel that I was very fortunate to be part of our nation's history while I was there. Being able to walk the halls where so many great people had gone before is an experience I will never forget. I believe that most all of the pages would love to be able to go back to Washington and relive some of their many memories.

I just feel that my time as a page was a very educational experience and also inspiring for a young person of 17. I hope that there is some way that this program can be saved and that more young people are given this great opportunity. I will also forward a copy of this letter to the Hon. Jamie Whitten, who is my Representative from Mississippi's 1st District. Good luck with your reelection and also with your special committee assignment. Thank-you for your time.

Sincerly Yours,

B.Rich Knox

P. O. BOX C CRENSHAW, MISSISSIPPI 38621

CUSTIS G. MEADE
5601 DURBIN ROAD
BETHESDA, MARYLAND 20814

July 23, 1982

Hon. William Alexander
Speakers Commission on Page System
Room H 128 - U.S. Capitol

Dear Mr. Alexander,

Enclosed is a copy of a letter which might be of interest in connection with your current study of the "pages" problem.

I think the marked paragraphs on the second page are the most pertinent for your purposes.

Very truly yours,

Custis G. Meade

Custis G. Meade
5601 Durbin Road
Bethesda, Maryland 20814

July 16, 1982

The Editor
The Washington Post
1150 15th Street, N. W.
Washington, D. C., 20071

Dear Sir:

Channel 9 News reported yesterday that present Congressional pages might be replaced by senior citizens. I am delighted and hereby apply, publicly, for such an appointment.

Not only am I qualified as a senior citizen, I have also had eleven years' experience as a page on the House floor. The present salary, $8,000 per year, is most attractive considering that my total wages for my eleven-year stint were some $6,000. I was appointed to the House Republican "bench" in March, 1921, two months after my 11th birthday. (I should mention that my family has belonged to the Democratic Party for some generations; such is politics.) I was fired when the Democrats won in 1932, but I was happy to cast my first vote for F.D.R.

I must say, in the light of my many years on the Hill, I am appalled at and skeptical of the recent charges of pages being involved with Congressmen in homosexuality and drugs. Many of us were not saintly, but neither were we engaging in those activities. Some of us smoked cigarettes, told dirty stories, and were generally obnoxious with our self importance, but we didn't know about drugs and I never heard a hint of any Congressman being involved or even suggesting sex with a page. Senators and Representatives were (and are now, I believe) generally able, honorable, and morally upright.

In my days as a page, and with the added responsibility as "overseer" during my last six years, most of the boys (we wouldn't have tolerated girl pages) were from Washington, D.C., and lived at home. Those who were from elsewhere usually lived with friends of their Congressman or in private homes known to their families. A few were sons of Congressmen and lived with their families. None, to the best of my knowledge had his own apartment or lived with a group of pages. The present life style seems to be entirely different, lacking close parental or friendly guidance and supervision. This might very well have contributed to the "wild" living of some of the pages as reported recently.

Too, the pages of today seem to have their total incomes to spend as they like, whereas most of us were from poor or moderate income families and worked as a matter of necessity.

Irrelevant to the present problem, but of possible interest to the reader, is the matter of education. We had no pages' school and had to go to public night schools during Congressional sessions and public day schools the rest of the time. A few were able to attend private night schools or had tutors--catch as catch can, for the most part. Pages of today are fortunate to have an accredited school which they attend during the day.

It would be an unnecessary burden on taxpayers, I believe, to build a dormitory for pages with attendant related expenses for maintenance, supervision and whatnot. Neither is it acceptable to bring boys and girls here and put them "on their own" after obtaining a simple acknowledgment from their parents that they will not hold "Washington" responsible for the kids.

An alternative might be to require a local sponsor for every page who is not to live with a parent or other relative. This would have to be someone who would in fact provide supervision and guidance. Generally, this person would be the appointing Congressman, a member or his or her staff, a friend of the page's parents or some other person approved by the page's Congressman. The sponsor would be required to report to the Congressman, periodically, as to the page's behavior and progress. If such a sponsor could not be found, a Congressman would not be permitted to make the appointment.

However, back to more important things. When can we senior citizens expect the firing of all these upstart pages and the hiring of us old timers? I can hardly wait to run up and down those aisles again, to ride the subway to one of the HOB's (we had only one HOB and no subway cars), to walk on the roof balustrade over the House Chamber, to climb to the top of the dome and eat my brown bag lunch, to ride a bicycle down the long front steps, to haze the new senior citizen pages, to mingle with the famous, and to do many other things that I look back upon with so much pleasure--and sometimes disbelief.

On second thought, I hereby withdraw my application in favor of some other old geezer who hasn't had the experience.

Very truly yours,

Custis G. Meade

P.S. Maybe we could have tolerated girl pages.

Received from ANN RABINOWITZ on 22 July 1982

SOME COMMENTS ON THE CONGRESSIONAL PAGE PROGRAM BASED ON PERSONAL OBSERVATIONS MADE DURING THE YEAR - SEPTEMBER, 1981 THROUGH JULY, 1982

The page "experience" began in September, 1981, in an old Victorian townhouse which had seen better days, but was sufficient for the needs of rambunctious teenagers. There were fifteen residents and myself at first. Twelve of the residents were pages and three were interns. Since that time there have been primarily pages in the house. Much of what occurred in the house was affected by the intrinsic aspects of the program itself and by trial and error on my part in dealing with the environment of the house.

An immediate impression was that the children chosen for the program were, for the most part, uniformly bright and active teenagers with many interests. The problems arose when differences in age, length of time in the house, and the emotional and physical maturity of the boys clashed. The variety of boys was positive in one respect, but there was too much of a divergence in their planes of growth. The children who were prone to get into difficulties had never been away from home before, were too sheltered, or had emotional problems which were exacerbated by the pressures of living in a highly politicized and undisciplined environment.

For the period covered by the school year, there appeared to be an enormous disparity between the level or quality of schooling received at the Page School and the schools the kids attended at home. Some pages were here for short periods of time and were required only to complete work assigned by their home schools while others had to get up early every morning to attend Page School. Needless to say, those not attending regular classed would stay up late at night and disturb the others. The school was neither innovative nor creative and did not really take advantage of the primary resources available in the area. The most interesting activity they sponsored all year was the Model Congress.

It would seem that the Page School could be operated as a "laboratory school" or "experimental school" under the auspices of the U.S. Department of Education. The teachers in the school could be chosen from among the brightest in the nation in a program similar to a Fulbright Scholarship. In this environment the page could truly integrate the world of learning with the world of politics.

Financial aspects of the page program were a real burden at times. The pages should be responsible for budgeting both their money and time, but somehow, paying rent and board are too complicated for them. It would be so much more efficient to subtract the room and board costs before the page receives his check or have the parents pay in advance for the total period of his stay as they would if it were a boarding school.

Supervision was truly an experimental exercise in the page environment. It would have been impossible for me to totally police every move the kids made. I depended instead on their behaving in a suitable way and when they didn't discipline was imposed in the form of fines, etc. It is my feeling that both a male and female role model should be in charge of supervising the children There are times when no amount of scolding on my part would make the least bit of difference in bahavior patterns. A male voice was needed to bring the kids into line. I have found also that college students are really too immature to police the pages. It really has to be someone who is an adult.

Supervision means more than just being in the house and providing a curfew and collecting the rent. It has come to mean over the period, being a surrogate parent, participating in the joys and sorrows and the activities of the children, and providing advice and counseling when needed. The character of the page experience is such that the children, at times, need to talk out their problems, discuss the pressures and generally give vent to what's bothering them. The obligation to behave has only occurred when there has been a rapport builtup through participating in activities and constant interaction and trust. Things have worked the poorest when the children in the house have had emotional problems and other difficulties which were beyond my scope of expertise. This is the case as well when parents have considered the page program the modern-day equivalent of the "military school" when they have been confronted with unmanageable offspring. The page program cannot become a babysitting service.

The organization of the page environment is quite important. If the system is to continue, I would suggest that the children be housed in a large dormitory which is designed around a small "colleges" or modules. This "college" would be a small self-contained unit (in the British manner) which would provide both living, eating, entertainment and supervision for a small group of pages. I found that when put together into too large a group, the pages tend to formulate plans and activities which are not in their best interests. It is also easier to establish rapport within a small group where a feeling of cameraderie and belonging are important.

Activities for the pages have been sadly lacking. In the evenings there are large blocks of unorganized time where the kids would watch T.V. (boring and non-productive), go out and get into trouble or go upstairs and wreak the house. Not very positive alternatives. The one thing that has proved to be the biggest improvement in the lifestyle of the pages this year has been an organized program of activities this summer. Based on my feelings that athletics, recreation, and cultural activities are an important and sustaining aspect in the life of an individual (and particularly important in the life of a teenager), I developed a series of activities this summer which were chaparoned by myself (a critical point).

I. Outdoor Activities

A. Athletics - A majority of the pages are athletically inclined and talented and those that are not are anxious to join in with whatever skills they may have (such as scorekeeping, coaching, or just attending and cheering). Basketball was very popular, but the lack of free court space nearby hindered a summerlong program. Golf, tennis, weight-lifting, swimming, put-put, boating, jogging, softball, racquetball, handball, bowling and touch football are all areas of interest, but limited by available courts, equipment, and transportation.

B. Sporting Events - The kids love to go to baseball games (in Baltimore) and other events, but transportation is not always available.

C. Recreational Activities - There are numerous parks within the metropolitan area which can provide exciting and stimulating experiences for the children such as Great Falls, Williamsburg, Mount Vernon, Monticello, Rock Creek Park, and Columbia, Maryland

D. Day Trips - An entertaining part of the summer has been the day trips on weekends to areas nearby such as Baltimore where the kids can participate in the many varied aspects of the city.

II. Indoor Activities

A. Cultural Activities - The Washington area has such an abundance of cultural activities which include the most popular - the Smithsonian. Others are the many theaters, the Kennedy Center, movies, concerts and the like which are, at times, inaccessible to the children especially in the evening hours.

B. Games - Board games such as Diplomacy, Monopoly, and Dungeons and Dragons as well as card games and electronic games have great appeal and have kept the children occupied productively for hours. An arcade visit is one of the more popular activities.

Provision of board for the pages is a very beneficial facet as hyperactivity is a result of eating junk foods. The children were terribly hyper and constantly eating and stealing each other's food until they received a regular dinner which was balanced.

In conclusion, I would recommend that the "total" page be taken care of - proper food, activities, housing and supervision at a minimum. The concept of a page program is still a viable one, it only has to be fine-tuned and put in the proper environment.

UNIVERSITY OF VIRGINIA
THE COLLEGE OF ARTS AND SCIENCES
CHARLOTTESVILLE 22903

July 30, 1982

OFFICE OF THE DEAN
401 CABELL HALL
451 Cabell Hall

TELEPHONE:
(804) 924-3351
804-295-6998 (home)
804-924-3353 (office)

Rep. William Alexander
House of Representatives
Washington, DC 20515

Dear Rep. Alexander:

I read recently in the Washington Times (July 22, 1982) that you are chairing a commission on the pages.

I am most interested in examining the page system and I have therefore sent you a copy of a proposal I made to the Honorable James T. Molloy.

I would be pleased to meet with you and others to discuss proposals for the page program.

I do look forward to hearing from you.

Thank you very much.

Sincerely,

Paula J. Thompson

encl.

UNIVERSITY OF VIRGINIA
THE COLLEGE OF ARTS AND SCIENCES
CHARLOTTESVILLE 22903

July 30, 1982

OFFICE OF THE DEAN
401 CABELL HALL

TELEPHONE:
(804) 924-3351

451 Cabell Hall

804-295-6998 (home)
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Honorable James T. Molloy
Doorkeeper
U.S. House of Representatives
U.S. Capitol, H-154
Washington, DC 20515

Dear Mr. Molloy:

Rep. Joseph Minish has suggested that I direct to you a proposal I wish to make. This proposal regards the House Page Program.

I have a doctorate in biological sciences and languages, with over nine years of experience in teaching and administration.

I have a longstanding commitment to the concept of the paracurriculum, which the page program certainly represents. For such programs to be educationally meaningful, there must be a careful blend of structure and supervised freedom. Otherwise, the creativity of the youngsters may be unchanneled and therefore dissipated.

I have a proven record of being able to help talented youngsters direct their co-curricular interests toward productive ends. Working with a small group of liberal arts and career-oriented students, I supervised the development and publication of an independent science magazine, LOKI. This magazine, which has been highly praised by Wilton Dillon of the Smithsonian, has been favorably compared with several of the new science and society publications.

The youngsters receive neither money nor academic credit for working on LOKI. What they gain is meaningful life experience, which has led many of them to successful employment in the publishing field.

The page program provides the opportunity for this same kind of experience.

I have directed hundreds of field studies, with as many as 400 students at one time, in cities as large as Washington and in places as remote as the Rockies.

I relish not only the educational challenges of such programs, but the logistical elements also. So often I have seen one of these forsaken for the other. Yet, when both are present, a kind of creative synergy results.

In the past weeks I have read and heard of many proposals for the page program. The only one I am sure I can evaluate at this time is that to disband the program. With this one I disagree. This program has offered hundreds of youngsters the opportunity to learn about and serve their country in a unique environment that can never be duplicated in the classroom.

All of the suggestions regarding the page program must be carefully, and yet fairly rapidly, examined. I would like to undertake this study, while, at the same time, serving as supervisor for the pages.

I have enclosed my resume and several other items that document my abilities as attitudes as an educator.

I would be pleased to meet with you and other interested persons to discuss the page program and my proposal.

I do therefore look forward to hearing from you.

Thank you very much.

Sincerely,

Paula J. Thompson

encl.

cc. (covering letter and resume only)
Rep. G. William Whitehurst
Rep. John Dingell
Rep. William Alexander
Rep. Thomas P. O'Neill
Rep. Robert Michel

PAULA J. THOMPSON

Address:
1113 Forest Hill Avenue
Charlottesville, VA 22903
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Office:
451 Cabell Hall
University of Virginia
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Degrees:

Doctor of Philosophy, University of Tennessee, Knoxville, 1972. Major in Botany, collateral areas in Biochemistry and Biomedical Sciences.

Bachelor of Arts, University of Wisconsin, Milwaukee, 1968. Major in Botany, secondary fields in French and English.

Employment Experience:

Assistant Dean for Educational Programs, College of Arts and Sciences, University of Virginia, Charlottesville, 1978-date.

Laboratory Coordinator and Assistant Professor in Biology, University of Virginia, Charlottesville, 1976-1978.

Assistant Professor in Biology, St. Michael's College, Winooski, Vermont, 1974-1976.

Instructor in Biology, Upsala College, East Orange, New Jersey, 1972-1974.

Teaching Assistant in Botany, University of Wisconsin, Milwaukee, 1966-1968.

Honors:

Fellow of the Menninger Foundation, 1979.

Woodrow Wilson Fellow, University of Wisconsin, Milwaukee, 1968.

Senior High Honors and High Honors in the Major, University of Wisconsin, Milwaukee, 1968.

Awards:

National Science Foundation Chautauqua Course in Culture, Body, Behavior: Models in Biology-Society Interactions, Christian Brothers College, Memphis, Tennessee, Fall 1979, and Spring 1980.

National Science Foundation Local Course Improvement Grant Assistant Director, University of Virginia, Charlottesville, 1977-1979.

American Institute of Biological Sciences Chautauqua Course in Ethical Issues in the Life Sciences, University of Maryland, College Park, Fall 1976, and Spring 1977.

American Institute of Biological Sciences Chautauqua Course in Alternatives in Biology Teaching, Syracuse University, New York, Fall 1973, and Spring 1974.

National Science Foundation Institute in Field Biology, Colorado State University, Fort Collins, Summer 1973.

Recipient of Graduate Student Award for an Outstanding Research Paper, American Society of Plant Physiologists, Mobile, Alabama, 1972.

Tropical Ecology Institute, Universidad de Costa Rica, San Jose, Summer 1969.

National Science Foundation Predoctoral Trainee, University of Tennessee, Knoxville, 1968-1972.

Undergraduate Scholarship Student, University of Wisconsin, Milwaukee, 1963-1968.

Professional Activities:

Program consultant, Brooklyn Botanic Garden, Brooklyn, New York, 1981.

Appointed member, Prospect Park Advisory Commission, Borough of Brooklyn, 1981.

Faculty advisor, LOKI Science Magazine, University of Virginia, Charlottesville, 1978-1981.

Appointed member, Governor's Science and Technology Advisory Committee, Commonwealth of Virginia, 1978-1980.

Continuing Education Student in Management, University of Virginia, Charlottesville, 1978-1980.

Visiting Scientist, Virginia Academy of Science, 1977-1981.

Appointed member, *Annual Editions Focus: Biology* Advisory Board, 1976-date.

Consultant, Maple Project, University of Vermont and the United States Forest Service, Burlington, Spring 1976.

Community Educator in Medicine and Ethics, Church Street Center for Community Education, University of Vermont, Burlington, Spring 1976.

Appointed member, Vermont Council on the Humanities Advisory Committee, 1974-1976.

Appointed reviewer, *American Biology Teacher*, 1974-date.

Paula J. Thompson

Interdepartmental lecture series coordinator, Upsala and St. Michael's Colleges, 1973-1976.

Women's center and phone-in crisis center advisor, Upsala College, 1972-1974.

Technical Assistant, Union Carbide Corporation, Oak Ridge, Tennessee, 1968.

Selected Recent Seminars and Lectures:

What to do with that non-resident term: an internship program for college students at the Brooklyn Botanic Garden. Society for College Science Teachers, Chicago, April 1982.

A case for green genes. Seventh Smithsonian International Symposium on How Humans Adapt: A Biocultural Odyssey, Smithsonian Institution, Washington, November 1981.

The Cycle of Life: an integrated reading audiovisual, *and discussion curriculum.* Society for College Science Teachers, New York, April 1981.

Bioethics: adopted or still orphaned? (Presented with undergraduate research students) Virginia Academy of Science, Charlottesville, Virginia, May 1980.

Ethical issues in the life science classroom: a decade of observation. National Science Teachers Association, Anaheim, California, March 1980.

The arts and sciences revisited. Division of Continuing Education, Hampton Roads Regional Center, Norfolk, Virginia, February 1980.

Growing old: what's happening to my body? Senior Center, Charlottesville, Virginia, January 1980.

A chance for academic intimacy. National Science Teachers Association, Atlanta, Georgia, March 1979.

Principles of staff management for the multisection laboratory. Seventh Annual Conference for Teachers of Introductory College Science, Vassar College, Poughkeepsie, New York, October 1978.

Selected Recent Courses*:

Genetic Engineering, Winter 1982.

The Search for Solutions, Piedmont Virginia Community College, Winter 1981.

Elderhostel, Division of Continuing Education, Charlottesville Regional Center, University of Virginia, Summer 1980.

Paula J. Thompson

Selected topics in scientific communication, Spring 1980.

Ecological alternatives: a course for senior citizens, Senior Center, Charlottesville, Virginia, Summer 1979.

Ethical issues in medicine and biology, Spring 1978-date.

Comparative plant morphology and development, 1977-1980.

Introductory biology laboratory, 1974-1979.

(*At primary home institution unless noted otherwise)

Selected Publications and Reports:

Thompson, Paula J. *An Annotated Bibliography of Audiovisual Resources for Ethical Issues in Science (in preparation)*.

Thompson, Paula J. "I am bombarded yet I stand." Association of American Medical Colleges Annual Meeting Report, Washington 1980.

Thompson, Paula J. *Observation and Inference: Laboratory Exercises in Introductory Biology*. *University of Virginia, Charlottesville. 1977 (1st ed.)* and 1978 (2nd ed.).

Thompson, Paula J. The debate on bioethics. *The Citizen and Science, A Poynter Reader*. *Indiana University Press, Bloomington. 1975.*

Thompson, Paula J., Alan H. Haber, and Thomas M. Argentieri. Light regulation of chlorplast development. *Plant Physiology* 56(2): 32. 1975 (accepted for presentation at the XII International Botanical Congress, Leningrad, USSR, 1975; accepted and presented at the American Institute of Biological Sciences Annual Meeting, Oregon State University, Corvallis, 1975).

Argentieri, Thomas M., Anna M. Cerone, and Paula J. Thompson. Chemical modification of normal plastid development in dark- and light-grown wheat leaves. *The New Jersey Academy of Science Bulletin* 19(1): 29. 1974.

Thompson, Paula J. Ineffectiveness of prereward in altering the self-esteem of talented individuals. National Science Foundation Institute in Field Biology Participant Report, Colorado State University, Fort Collins. Summer 1973.

Thompson, Paula J., Alan H. Haber, Larry L. Triplett, and Otto J. Schwarz. Greening of etiolated leaf tissue in absence of thymidine incorporation into DNA. *Proceedings of Association of Southern Agricultural Workers, Inc.*: 219. 1973.

Thompson, Paula J., Alan H. Haber, and Larry L. Triplett. DNA synthesis and the phototransformation of etioplasts into chloroplasts. The ASB Bulletin 19(2): 102. 1972.

Haber, Alan H., Paula J. Thompson, Patricia L. Walne, and Larry L. Triplett. Nonphotosynthetic retardation chloroplast senescence by light. Plant Physiology 44: 1619. 1969.

Honorary and Professional Organizations:	National Association for Women Deans, Administrators and Counselors National Science Teachers Association Society for College Science Teachers Hastings Institute of Society, Ethics, and the Life Sciences Wisconsin Academy of Science, Arts and Letters Virginia Academy of Science American Society of Plant Physiologists Virginia Association for Biological Education Association for Biology Laboratory Education Oxfam America Action for Children's Television Phi Kappa Phi (All School) Sigma Epsilon Sigma (Freshmen Women) Delta Chi Sigma (Mathematics and Science) Beta Beta Beta (Biology) Honoratae (Senior Women) Mortarboard

Paula J. Thompson

NINETY-SEVENTH CONGRESS

RONALD V. DELLUMS, CALIF., CHAIRMAN

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DELEGATE, DISTRICT OF
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WILLIAM H. GRAY III, PA.
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MARJORIE S. HOLT, MD.

EDWARD C. SYLVESTER, JR., STAFF DIRECTOR
[illegible], MINORITY STAFF DIRECTOR

TELEPHONE: 225-4457

U.S. House of Representatives
Committee on the District of Columbia
[illegible]
Room 1310, Longworth House Office Building
Washington, D.C. 20515

5445-7

July 13, 1982

MEMORANDUM

TO: James T. Molloy
Doorkeeper of the House of Representatives

FROM: Ronald C. Willis
Mental Health Specialist
Committee on the District of Columbia

SUBJECT: Pastoral Counseling Service for Congressional Pages

Our Committee is willing to make me available to the Page School to serve where needed in a pastoral counseling position at the Page School. This could include group as well as individual counseling, value clarification, linking up local pastors to those pages who want a church or religious family.

If it were acceptable to the Ad-Hoc Committee, we could develop a competent personality profile schedule to be administered to each incoming class. Such a schedule would be invaluable to the school in indicating in advance any student who may need additional guidance during their term on the Hill.

Independent Study Extensions from Home School

A Report to the Page Commission

Scott D. Adams

After learning of my appointment I made it a point to talk to as many former pages as I could to find out about the job. Two of these former pages told me that the school had low standards. Scott Halloin, a former Senate page, said that "the school was a joke". Another former page said that the school was a formality that did not provide any more education than was necessary. My guidance counselor and I both agreed that I could make my mid-year transfer (my term ends January 15) go much easier if I followed a schedule from home while going to school here. For different reasons in all three cases I brought classes in math, physics, and German. I plan to study each course for one school hour each day, and contact my teachers at least once a week by phone.

This fall (my senior year) I am scheduled to enter a college level calculus course. If I were to fall behind I would lose the advantages of years of hard work. Mathematics also has the characteristic of being a class that builds on previously learned knowledge, making it especially hard to transfer from one course to another. For the above reasons I decided to take an independent course with study materials as follows- two high school texts, a self-teaching guide, and a college text from my brother.

Although physics is an offered course at the Capitol Page School, I would like to follow my home school schedule in this subject. Again, this should help in making my semester end move smoother. By using four seperate textbooks from the University of Wisconsin at Madison and Hudson Senior High School I hope to cover the same concepts as my class at home. The reason for bringing so many books is to provide enough explanations of the harder theory for me to understand them thoroughly and replace the second view that a teacher nomally provides. My teacher also provided a chapter test book to check my progress.

While the page school does offer foreign language courses, German is not among them. Therefore, in this case, I have little choice but to take an independent course. I have taken German for five and one-half years and do not wish to stop studying it for next semester. Foreign language abilities are lost very quickly when they are not used. I will be in Germany next spring so my proficiency is very important. I am using a translation dictionary and two German novels (from U. of W. Madison) for reading instruction. To aid in writing I compose stories, poems, and write letters in German.

I have yet to talk to any faculty members at the Capitol Page School. I would like to thank all of the committe members for both their time and consideration.

July 20, 1982

Congressman Alexander:

My name is Dennis Alpert, and I'm here this summer as a page under the patronage of Congressman Gerry E. Studds (D-Mass.). Although I've only been here in Washington for a little more than a month, I have some very strong feelings about the future of the page system.

When I had heard about my appointment to become a Congressional Page, I was overjoyed. I have always had a very sincere and earnest interest in our legal and governmental systems. I have long admired President John F. Kennedy and the family political tradition of which he was a part. While attending Choate this year -- the same prep school the former President himself attended -- my admiration and interest grew. I will be going into my junior year at Choate and hope to go on to a career in public service; hopefully as a Congressman or Senator from my home state of Massachusetts.

The long tradition and pride in the page system attracted my interest this year. When learning of my appointment, all I could think about was that I was going to be a part of the future of our country. I get a thrill by just walking through the halls of Congress, seeing the Senators and Congressmen, and just delivering messages between offices. The experience and excitement I will receive from this will be with me for the rest of my life.

With the proposals going before the various committees, I feel that my opinions could possibly help. The idea to replace capable high school students with senior citizens is not feasible. With the urgent deliveries and rushes having to be made, I can't see it possible that senior citizens could do the job more easily or quickly than 16 - 18 year olds.

As for college students, the work initiative wouldn't be as strong. Not to sound inappropriate, but the job of being a page is a great credit to put on your college applications. I personally am doing it for the experience and for the opportunity to work for my country. The college age pages wouldn't, in my opinion, be as enthusiastic as younger, more hard-working pages. I feel personally that more trouble would come from the older pages than we, the high school pages.

With the appointment to be a page comes the problem of finding housing. With only three dorms available for boys and one for girls, the chances of finding a suitable room are slim. One of these boys' dorms is closing. A dormitory for all pages is very important to the system.

Going away to school in Connecticut and living in a dormitory with my fellow classmates, I know the importance of living with those you go to school with, and in this case, those you work with. It would be better for the whole group of kids to get to meet other people from different parts of the country; in a better way than is done now.

As far as the educational system goes, I, having not attended the page school, cannot make a very reliable statement. Having had discussions with other pages who have attended the school, it seems that they are dissatisfied with the education they are receiving.

All in all, I believe that the system is very good and should stay, but with improvements made.

I don't know if two weeks ago, you saw ABC's news program NIGHTLINE, but on that show, Rita Jenrette, (of all people!) was commenting on the U.S. Congressmen. In that statement, she said, "I feel that most of the Congressmen are very hard-working men, but as in everything, there are always a few bad apples." I feel the same is true of pages. Of course, there are going to be a few "bad apples," but out of the whole, most are responsible, trustworthy young men and women.

I would hate to see such a fine tradition ended due to the actions and statements of a few of those "bad apples."

Thank you very much.

Very sincerely yours,

Dennis W. Alpert

Dennis W. Alpert
(U.S. House of Representatives Page)

Honorable Bill Alexander
201 Cannon House Office Building
Washington, D.C. 20515

STATEMENT TO THE PAGE COMMISSION BY ANDREW M. GLICK

Mr. Chairman and fellow members of the Commission:

I have been a page for the last two years in the U.S. House of Representatives. For most of the two years, I have worked as one of the six pages in the House Democratic Cloakroom.

I have worked hard here forthe last two years: going to school early in the morning and working on the House Floor the rest of the day. I have learned a lot about our government as a page, and this knowledge, I am sure, will help me in my college years at Brandeis University. However, the most important thing I have learned is how to survive and cope with a difficult situation.

Today, if someone asked my opinion about becoming a page, I would say without hesitation that it is one of the best, if not the best experience a high school student can encounter.

I hope today, as you are reviewing the page system that you keep an open mind and continue the system. I know you have to deal with the main problem of supervision, but a page dorm can solve this problem. I feel it is needed not just for supervision purposes, but as a place where pages can feel secure and as a place where they can receive proper nutrition and health care.

As I conclude, I just would like to thank you for giving me the opportunity to speak up on this subject. I hope a solution is found quickly and favorably for the page system. Thank you.

235 2nd St N.E, Rm 113N
Washington, D.C. 20002

July 21, 1982

The Honorable Bill Alexander
201 Cannon House Office Building
Washington, D.C. 20515

Sir:

It is my belief that the current page system should be allowed to continue without any major alterations. Any changes, such as replacing the current system by a private contracting system, would prevent high-school students from all parts of the nation from learning about our nation's legislative system first-hand. Members of other age-groups, such as college-aged students and senior citizens, would not exhibit the energy and enthusiasm which are the hallmarks of the page system.

However, there is room for improvement. Perhaps the most important modification of the current system would be the construction of a dormitory for the pages. As I said during the meeting on July 20, my parents almost refused to allow me to accept the position due to the lack of supervision. Perhaps several qualified teenagers have not participated in the program because of the absence of a dormitory. Therefore, I feel that a dormitory is necessary.

The other needed modification of the page system is a more equitable distribution of the services of pages between the majority and minority parties. At the present time, there are three times as many Democratic pages as Republicans. This results in inefficient service. While Democratic pages often have no "runs" for up to thirty minutes at a time, Republican pages are forced to work non-stop. I feel that this situation could be corrected by uniting the two separate page systems. If this method is not practicable, perhaps the allocation of pages could be determined by the ratio between majority and minority members. Under either method, the inefficiency now present could be eliminated.

I hope that you will consider my proposals. I would like to emphasize, however, that the current system should not be abolished. Rather, it is my opinion that only slight modifications are needed to eliminate any flaws that may be present, while preserving all the merits of this great American tradition.

Sincerely,

Jennifer Hamilton

Jennifer Hamilton
House Democratic Page

101 Fifth Street
Washington, D.C. 20002
July 26, 1982

Honorable Bill Alexander
Chairman
Speakers Committee on Pages
201 Cannon House Office Building
Washington, D.C. 20515

Dear Chairman Alexander;

As a U.S. House of Representatives Page, I feel that the page program is a great experience and opportunity for any high school student. As you know this is the only program designed for high school students. College students have the opportunity to be an intern in a government agency or in a congressional office.

The stories that I have heard about there being not enough supervision, in my opinion this is untrue. I do not know how the other houses for pages are, but in the Smiths Guest House if you make noise after 10:30 pm you will be fined. If you do not make your bed or clean up after yourself you will be fined. If you make noise going up the stairs, do not clean up the kitchen after you use it, you will be fined. I think that this is enough supervision for any mature teenager, and if they are not mature they should not be allowed in the page program. Talking about supervision, within a year or two these pages will be off to college where there is almost no supervision at all.

In my opinion , there should be a dormatory designed for pages only, so all of us could be housed together in one building. These dormatories should have the type of supervision that is provided at some of these houses. I also feel that the minimum age of pages should be raised from 14 to 16 or 17.

Some of the rumors that I have heard about changing the page program from high school students to college students or senior citezens should not even be discussed. To have college students do what we do, they would have to miss a semester or a year of school, be willing to work up to 10 hours a day or even longer and only be paid $735 a month, when they can do construction work and make $10 an hour. They can be an intern part-time and learn much more about government. They can learn law and policy making while being a intern. When a student is at the college age he or she will want to go out to a party and get drunk or stay out late or want to have parties. I realize that high school can do this, but in my opinion we know that this is the only program for our age students and we have a responsibility to our sponsors and would not want to hurt them in any way, since we are representing them and they represent almost 500,000 people.

Senior citezens on the other hand would not have the problem of missing school or complaining about the pay since they will be keeping busy. The problem that they will have is doing the runs that we do. We make about 25 to 30 runs per day between the different buildings on both the house and senate sides. Senior citezens would not be able to keep up with the rough pace of a pages life, they would be exausted to fast. I admit that the first week that I served, my feet and legs felt like there was no tommorrow, but now it does not effect me that much.

Being a page has been a dream of mine since the first time I came to Washington when I was 6½, 10 years ago. Now that I made it, it is more exciting and thrilling than I ever expected. To me being a U.S. Congressional Page is more than an honor, the opportunity to serve my government and my country as a page is something that can never be topped, and this is an opportunity of a lifetime and I am so glad that you all gave me this opportunity. As a high school student this experience has given me the chance to learn and observe first hand how our government works on a national level. I have seen bills passed, defeated and amended.

There is no way to put into words the way it feels to be a U.S. Congressional Page. I realize that my letter will not change your minds about the page program but I hope that it will change any doubts you have.

In closing I feel that the page program should be left the same except for some minor changes. I can not comment on the school since I have not attended, as I am only here for the summer months. If there is anything that I can do do to help please let me know. Thank you for giving me your time and reading my letter.

Sincerely,

Steven Horwitz

Steven Horwitz
U.S. Congressional Page

Congress of the United States
House of Representatives
Washington, D.C. 20515

The Speaker's Commission on Pages
H 128 U. S. Capitol
Washington DC 20515

Dear Congressman

I have served in the House of Representatives as a page for almost 1 year and I plan to spend 1 more year as a page serving Congress and I'm looking forward to graduating in the Spring of 1983 from the page school.

I'm writing to you because I think that the page program should be reformed. However I am not in favor of the proposals by some Members of Congress.

There are four basic proposals (1) to raise the age of pages to 18 years of age rather than the now present 16 to 18 age requirement in the House of Representatives. I feel that this proposal is not a good idea for several reasons. (A) Changing the age to 18 would mean that the only opportunity for young people to serve their country

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Washington, D.C. 20515

as a government worker would no longer exist. I believe that their are many opportunities for college age students to work in Washington. However the only opportunity for high school age students is serving as a page in either the House or Senate. (B) I also feel that college age students would not be as enthusiastic about working hard, long, tedious hours serving the Congress, I think that they would be more interested in trying to make political ties for future "favors". I think that Congressmen would constantly be tied down with these college age students and be bothered by their hastling. (C) By raising the age of a page to 18 you are not solving any problems you are encouraging them. These problems include drug use and drinking. It is a known fact that older students particularly college age students tend to use drugs more than high school age students, and at that age, drinking would be legal. So in my opinion you are solving one problem and setting up an entirely new situation with a whole new, worse, set of problems. So that solution will not work.

(2) Is the alternative offered by Congressman Pepper

which is to have senior citizens perform the duties of a page. This alternative is even less feasable than the latter. From my own personal experience I was a "Runner" for six months and for me and for most of my colleagues the experience was very draining and I developed foot problems (as many do) for which I have just recently stopped seeing a specialist. So it is obvious that if healthy young adults can not handle this type of work with the best results than it is impossible for the average senior citizen to last one week on the job. Also when a member is on the floor and needs something of importance from his office you must go to his office (quickly, sometimes several blocks)and retrieve it and "speedily bring it back to the floor of the House." It is impossible for me to see senior citizens doing this and the Members of Congress recieving the same results as they are now... quick, speedy, responses, always with a smile and the pages literally running from the floor to the office buildings and back again. Senior citizens could not perform these duties efficiently. So this alternative is also not feasible and should be disregarded.

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Washington, D.C. 20515

(3) Another alternative would be to abolish the page system, and that too is out of the question. Every Member of Congress knows and I quote one "pages are a vital part of the Congress" and we are. And I don't think that (in all modesty) that the Members could get along with out us. So what is the alternative? Make some changes in the existing page system and you will have the best possible solution to the problem.

The first and most important reform that should be made in the page system is for the Senate to change the age of page appointments, which is presently 14-17 and should be changed to 16-18. This would help the Page School to teach more classes, because than they would only have to teach two levels of high school rather than four, and that would solve the need for AP(advanced placement)courses By doing this teachers would be teaching AP courses and fine arts rather than teaching freshman and sophomore level classes. So that is the first step in changing the page system that should go into effect.

The second is to build a dormitory, that would solve several problems. (1) The pages would be getting supervision, which the members are requesting if the page system is to stay in effect. (2) It would greatly ease the minds of the parents of the pages who are worried about adequate rooming facilities. (3) It would solve the problem of poor and diminishing rooming facilities. (4) It would get all the pages to live in one place, thus creating a greater closeness between the pages. (5) It would give the pages the opportunity to have somewhere to meet and have extracurricular activities where all the pages would be included and welcomed.

In closing, to the members of The Speaker's Commission, Let's not forget that the page system has been operating well since 1814 and with very few problems up until now. I don't think that the system should be changed to any other age group of pages just because of the accusations of one or two former pages. Lets not be hasty in this important decision.

My service as a page has not only been the highest honor I have yet to receive in my life, but it has been the most exciting. And when I am older and look back on the

Congress of the United States
House of Representatives
Washington, D.C. 20515

wonderful experience that I had I will remember how proud I felt to serve the U.S. Congress as a congressional page.

Very Sincerly Yours

David Schaefer,
House of Representitives Documentarian

27 July 1982

The Speaker's Commission on the Pages

MEMORANDUM
To: Commission Members
Re: Summary of Notes of Page Comments of 22 July 1982.

- "It is so much more than a job. We look at it as a reward. We get something very important---exposure to government, from it."

- "What I learn now from this experience---because it is before my college decisions have been made---will have a great influence on my whole life."

- "..there are a lot of programs available to college-age kids, e.g., internships, early college credit programs, etc."

- "The cloakroom pages know more than most of the Members about procedues on the floor.There is a 'continuing education' for pages by the adult staff on the procedures and processes."

- "Seeing democracy in action on the floor, I have come to a realization of the national dimension of a "local" Representative's work."

- "I could teach college professors how this government works."

- "Most of the Pages on Independent Study do not do the work. There is a need to improve the teachers and the curriculum."

- "There is no use of the many resources of D.C. The Page School should have an obligation to tap these resources."

- "I don't think any grade average rule is enforced. There should be a 3.0 (B) grade average to come here and to stay."

- "If the program were limited to college-age students, what would happen to those who would like to go to college elsewhere in the country?"

- "When you're in college there's lots of stimulating opportunities, but in high school there's nothing like the experience here. Like I'll never forget hearing the "State of the Union" address."

- "If you're a floor or Cloakroom page you really learn alot about government. There's quizzes, etc. by the staff which kind of provides a continuing education."

- "Association with Congressmen and their offices teaches you the constituent services that are provided."

- "Some reforms are needed but it's a great opportunity for us. We need housing and the page school really needs improving."

- "You learn not only things like the legislative process, but you learn to analyze like how different regions vote---which will serve you when you go to college."

- "There is no education that is equal to this. It's so much better than regular education. Nobody knows how the House of Representatives really works until they've been here---also how the Press works. The work experience here makes up for any deficiency in the schooling."

- "I don't think selection of pages should be tied to the local school because kids might be selected who don't really appreciate this."

-"It's really hard to lose touch---people talk about pep rallies and everything---so if school is similar to what you left, it keeps continuity."

- "You won't get the best students if they think they're losing a year."

- "If you improve the teachers, everything else is O.K. about the education. We have an incredible computer system, but our math teacher couldn't let us use them."

- "The courses are good---and its everything you need for college. But the teachers are lousy."

- "We have the resources. We could ask staff people to teach political science. We could have New York Times journalists teach English."

-"They need to stick to the basics---i.e. have four years of English."

- "There's no curriculum problem, it's the teachers."

- "The experience you get here is hard to measure---it's just so much."

- "There are hundreds of kinds of opportunities for college kids to get government experience, but this is the only chance for high school kids."

- "Lots of times, now high school kids are not very enthusiastic about anything. It's good to have a stimulating experience like this available to us."
- "I think that paging will help me get into a good college. You have such great resources here."

- "D.C. is a place that stretches you to your limits; for a 16 year old, that is a real experience."

-"I think there should be a 6 month limit on how long a page should stay."

- "Pageship should be limited to Seniors. A year away from regular education is all kids can afford and Junior year is very important."

JAMES T. MOLLOY
DOORKEEPER

Office of the Doorkeeper
U.S. House of Representatives
Washington, D.C. 20515

RULES FOR PAGES

HOURS

1. Pages are to report for work promptly at 9:00 A.M., or at most 15 minutes after the end of their last class at school, whichever is later.

2. All pages will remain on duty until the House adjourns unless dismissed by their supervisors. Due to the flexible time of the House, dinners, when possible, may be eaten at the Y. All girls must ride home if the House adjourns after dark.

3. On days when the House is in session past 10:00 P.M., those pages on duty at the time of adjournment will be excused from school the following day.

4. Pages needing extra time for study may request duty in the Pages' Cloakroom from 3:00 to 6:00 P.M.

5. All pages will sign out with their supervisor at the end of day.

6. Page operations will continue without change during open Democratic Caucuses and Republican Conferences. Pages must report to the Pages' Cloakrrom during closed Caucuses and Conferences.

DRESS

7. All pages will be required to wear page uniforms to school on the days the House is in session.

8. On days the House is not in session, proper attire for pages will be:

For Boys:
long sleeve shirt and tie
coat in winter
dress slacks
black or brown leather
or hard soled shoes

For Girls:
long sleeve blouse
skirt or dress slacks
black or brown leather
or hard soled shoes

HOUSING ARRANGEMENTS

All pages will submit in advance a statement of living arrangements for approval by the Doorkeeper's Office. Pages will inform their supervisor of their current address and telephone number in the Washington area by use of form which will be given you for immediate completion and return to the Chief Page.

It is strictly required that before any change in residence be made, consultation take place with the Chief Page, and the Doorkeeper be informed. Upon approval of change, immediate update of residence and telephone information is required. Any temporary variations in this information, i.e., weekends, overnight stays, consult with the Chief Page and complete standard form available for such temporary information. Upon completion this form will be delivered to the Doorkeeper's Office where it will be available to all who may need it.

RULES OF CONDUCT

AT ALL TIMES,ON OR OFF DUTY ---you WILL conduct yourselves in a manner which will REFLECT HONORABLY upon the United States House of Representatives.

There WILL BE NO ROWDINESS on public streets or in private residences causing discomfort or annoyance to any resident of the District of Columbia; there is to be NO USE OF ALCOHOL-NO USE OF TOBACCO-NO USE OF ILLEGAL SUBSTANCES during your service as a page, either on or off duty. ABUSE OF THE PROHIBITIONS WILL BE FOLLOWED BY IMMEDIATE DISMISSAL AND NOTIFICATION OF YOUR SPONSORING MEMBER AND YOUR FAMILY.

Disciplinary actions for the following offences will be:

(1) Tardiness - stay late and make up lost time
(2) Habitual Tardiness - special consideration and action
(3) Unexcused Absence - loss of pay for time involved
(4) Neglect of duty, general irresponsible behavior, poor conduct in Pages' Cloakroom, lack of courtesy, dress code violation at school or work - to be determined at the time of the infraction.

All personal appointments must be approved by the Chief Page at least 24 hours in advance. A note from the Capitol Physician excusing a page from school or work must be obtained by 10:00 A.M. on the day in question.

Personal belongings, in general, are not permitted on the House Floor. Valuable articles may be kept in the Floor cabinet with the approval of the Chief Page.

Congressional Research Service
The Library of Congress

Washington, D.C. 20540

FISCAL YEAR 1982 CONGRESSIONAL APPROPRIATIONS FOR THE CONGRESSIONAL PAGE SYSTEM

Paul Dwyer
Analyst in American National Government
Government Division
July 21, 1982

FISCAL YEAR 1982 CONGRESSIONAL APPROPRIATIONS FOR THE CONGRESSIONAL PAGE SYSTEM

This report provides information on Fiscal Year 1982 congressional appropriations for the congressional page system. Congress funds the system basically in three separate line items in the legislative branch appropriations acts.

First, Congress appropriates funds to operate the Capitol Page School on the basis of estimated budgets submitted each year by the District of Columbia Board of Education. An amount is appropriated for the House of Representatives under the line item titled, "Education of Pages." The District of Columbia Page School uses its funds to operate the School and during the course of the school year receives payments from the House of Representatives in the amount of the appropriation as reimbursement for operating the School. For Fiscal Year 1982, Congress appropriated $244,000.

Second, an amount is appropriated for the House of Representatives under the line item "Office of the Doorkeeper" for the compensation of pages. If all of the 71 permanent House page positions were filled, total per annum compensation would be $643,937. Six pages are paid at a rate of $11,697 per annum and include (1) the Speaker's page; (2) two "Page Overseers" for the Democratic Party; and (3) three "Page Overseers" for the Republican Party. All other pages (65 positions) are paid at a rate of $8,827 per annum.

In addition, there are presently 20 temporary House page positions. Temporary pages are hired for two-month periods during the summer months of

June an July and paid at a rate of $8,827 per annum. The total maximum compensation that could be paid for the 20 temporary pages is $29,423.20 for the two months. If all permanent and temporary positions (91) were filled, however unlikely, the total compensation for all permanent and temporary pages would be $673,360.20 per annum.

Third, an amount is appropriated for the Senate under the line item "Office of Sergeant at Arms and Doorkeeper" for the compensation of Senate pages. If all of the 30 positions were filled, total per annum compensation would be $272,700. Senate pages are paid a rate of $9,090 per annum.

The maximum congressional budget for the congressional page program in these three line items for Fiscal Year 1982 is $1,190,060.20, assuming that all positions are filled. This amount does not represent other incidential costs paid for from appopriations for the Office of Architect of the Capitol which has jurisdiction over operation of the Capitol Page School. Such costs would include heating, air-conditioning, electricity, and other maintenance and janitorial services.

PD:db

Congressional Research Service
The Library of Congress

Washington, D.C. 20540

July 29, 1982

TO : Honorable Bill Alexander
Attn: Hal Ponder

FROM : American Law Division

SUBJECT : Brief Discussion of Government Liability for Assuming More Stringent Oversight over Congressional Pages

This memorandum has been prepared in response to your request of July 28, 1982, concerning the above captioned matter. Because of the time frame within which the information was needed, no attempt at an exhaustive analysis was possible.

Because of the recent scandal which possibly involves congressional pages, Congress is investigating the current page system to determine whether changes should be made. One suggestion is that Congress should assume more stringent oversight over the pages, including housing all of them in dormitories with at least some amount of supervision, but it is not readily apparent to what amount of liability an act of this type would subject the federal government.

If Congress wanted to exempt the government from liability for injuries incurred by the pages, it could likely do so by passing a statute. Congress has in the past exempted itself or the entire federal government from several employment statutes of general applicability. These statutes include the National Labor Relations Act, 29 U.S.C. §§ 151-166 (exemption at 29 U.S.C. § 152(2)); the Fair Labor Standards Act, 29 U.S.C. §§ 201-219 (exemption at 29 U.S.C. § 203(e)(2)(A)(iii)); the Equal Pay Act, 29 U.S.C. § 206(d) (exemption at 29 U.S.C. § 203(e)(2)(A)(iii)); the Occupational Safety and Health Act, 5 U.S.C. §§ 5108, 5314, 5315, 7902; 15 U.S.C. §§ 633 and 636; 18 U.S.C. § 114; 29 U.S.C. §§ 553, 651-678; 42 U.S.C. § 3142-1; and 49 U.S.C. § 1421 (exemption at 29 U.S.C. § 652(5)); the Age Discrimination in Employment Act, 29 U.S.C. §§ 621-634 (exemption at 29 U.S.C. § 630(b)); the Social Security Act, 42 U.S.C. §§ 301 et seq. (exemption at 42 U.S.C. §§ 410(a)(6)(i) and (ii)); and Title VII of the Civil Rights Act of 1964 (Equal Employment Opportunity Act), 42 U.S.C. §§ 2000e et seq. (exemption at 42 U.S.C. §§ 2000e(b) and 2000e-16(a)).

However, the Federal Tort Claims Act might be interpreted to provide relief for injuries incurred by a page. The elements of a cause of action against the United States under this Act are contained in 28 U.S.C. § 1346(b), which states:

> (b) Subject to the provisions of chapter 171 of this title, the district courts, together with the United States District Court for the District of the Canal Zone and the District Court of the Virgin Islands, shall have exclusive jurisdiction of civil actions on claims against the United States, for money damages, accruing on and after January 1, 1945, for injury or loss of property, or personal injury or death caused by the negligent or wrongful act or omission of any employee of the Government while acting within the scope of his office or employment, under circumstances where the United States, if a private person, would be liable to the claimant in accordance with the law of the place where the act or omission occurred.

For purposes of the Act the term "employees" is defined in 28 U.S.C. § 2671:

> As used in this chapter and sections 1345(b) and 2401(b) of this title, the term "Federal agency" includes the executive departments, the military departments, independent establishments of the United States, and corporations primarily acting as instrumentalities or agencies of the United States, but does not include any contractor with the United States.
>
> "Employees of the government" includes officers or employees of any federal agency,

> members of the military or naval forces of the United States, and persons acting on behalf of a federal agency in an official capacity, temporarily or permanently in the service of the United States, whether with or without compensation.

The definition of "employees of the government" does not specifically include employees of the legislative and judicial branches of the federal government. However, a few decisions interpreting the Act have held the legislative branch to be within coverage. A 1947 decision of the Comptroller General held that the Library of Congress was a "federal agency" under the Act (26 Decs. Comp. Gen. 891). In McNamara v. United States, 199 F. Supp. 879 (D. D.C. 1961), a suit arising from a fall in the Capitol building, the court rejected the argument of government counsel that the Federal Tort Claims Act applied only to the executive branch, stating at 880-81:

> When we look at the phraseology of the statute it is not limited to the Executive Branch of the Government. It refers to the liability of the United States (28 U.S. Code § 1346) and to the negligent or wrongful act or omission of any employee of the government. There is no limitation there to the Executive Branch of the Government or to the employees of the Executive Branch of the Government.
>
> It is true, as is pointed out by government counsel, that 28 U.S. Code § 2671, describes the meaning of the term "federal agency." It should be observed that this is not an exclusive definition, but provides that the term "federal agency" shall include certain branches of the Government. It is obvious that the purpose of the definition was to make certain that government-owned corporations and government-controlled corporations should be included as branches of the Government for the purpose of the Federal Tort Claims Act. The court is unable to see any other purpose of that clause.
>
> Finally, there is no legislative history indicating any desire or intention to limit the statute in the manner contended in this

> case. It is the view of this Court that to adopt such a narrow limitation would defeat a part of the beneficent purposes of the statute. For this reason, the Court adheres to its ruling that the statute applies to all three branches of the Government.

Three years later the United States was substituted as defendant, on motion of the United States attorney, in a civil suit for damages arising from the alleged negligent operation of a motor vehicle by an employee of the Architect of the Capitol. McCrary v. United States, 235 F. Supp. 33 (1964). These decisions would seem to lend support to the contention that legislative branch employees are employees of the government within the meaning of the Federal Tort Claims Act (See L. Jayson, Handling Federal Tort Claims: Administrative and Judicial Remedies(1982), § 202.05; but see Cromelin v. United States, 177 F.2d 275, 277 (5th Cir. 1949), cert. denied 339 U.S. 944 (1950), in which the Court held that the Federal Tort Claims Act did not apply to a federal district court judge and a trustee in bankruptcy. "The judge is appointed by the President and confirmed by the Senate and paid from the United States Treasury, but in trying cases he is a member of the independent judiciary and is not under the control of the United States any more than a member of the legislative department in legislating. Such officers are not within the contemplation of the Tort Claims Act." Jayson suggests that, although the Court's disposition of Cromelin may be sound, its reasoning is questionable. Instead of dismissing on grounds that those involved were not employees of the government, he suggests that judicial decision-making of the type involved in Cromelin falls within the discretionary function exclusion of the Tort Claims Act (28 U.S.C. § 2680(a)). (See generally Jayson, § 202.6 and fn 6.)

In conclusion, this brief discussion suggests that, without the signing by pages and their parents of a waiver of immunity from lawsuit or without a statutory exemption, the United States might be liable for injuries incurred by pages under the Federal Tort Claims Act.

Michael V. Seitzinger

Michael V. Seitzinger
Legislative Attorney

Received 4 August 1982 from Mr. Harry Sanger (GAO).

Congressional Page Housing

Legislation establishing a Congressional housing facility for pages should include language authorizing (1) the Congress to provide living quarters and, if desired, items such as subsistence and laundering; (2) the basis for determining the charges to be made for the housing and services; (3) the deduction of the charges from the pages pay or other methods to cover the provision of living quarters. (As an alternative, it may be more practicable to provide the housing at no charge and reduce the pages base salaries by the value of the housing.), and (4) the transfer of amounts collected to the U.S. Treasury as miscellaneous receipts.

In addition, the legislation should make the use of the facility mandatory for all pages, assign responsibility for oversight and development of rules and regulations concerning the facility, and assign responsibility for the operation and management of the facility and safety of the pages.

The legislation should also provide authorization for appropriations to be made to operate the facility.

Examples of legislation concerning quarters for Executive agency employees are contained in 5 U.S.C. 5353 and 5 U.S.C. 5911. These might be useful in developing the language to be used in a bill on housing for the pages.

AVERAGE COST PER PAGE

House:	
Salary - Permanent (71)	$ 9,069.00
School	2,505.00
	$11,574.00
Salary - Temporary (20)	$ 1,471.00
Senate:	
Salary - (30)	$ 9,090.00
School	2,505.00
	$11,595.00

OFFICE OF THE CLERK
BACKGROUND INFORMATION

U.S. CONGRESS PAGES
CAPITOL PAGE SCHOOL

The Capitol Page School is an accredited high school operated for the House and Senate by the District of Columbia Public School System and it is temporarily located in the Library of Congress. Each student is required to attend this school beginning at 6:00 A.M. while employed as a Page. The House has 71 permanent positions and from time to time creates temporary positions under the jurisdiction of the Doorkeeper. There are currently 20 temporary positions authorized from June 1, 1982 through August 15, 1982. The Senate has a limit of 30 positions that are under the jurisdiction of the Sergeant at Arms of the Senate. The majority of the Pages of the House receive $8,827 annually and may elect the same benefits as a permanent congressional employee. Pages of the Senate are paid at a rate up to $9,090 annually. No funds are requested to cover the costs of the temporary House Pages. The costs are absorbed within the budget of the Doorkeeper from vacancies that occur from time to time in the permanent Page positions. In addition, transfer language is available for use of the Contingent Fund in the event the Doorkeeper's budget cannot fully absorb these costs.

Total Authorization House Pages	$643,937
Total Authorization Temporary Pages	$ 29,423
Actual FY '81 Expenditures (House)	$506,347
Total Authorization Senate Pages	$272,700
Actual FY '81 Expenditures (Senate)	$205,611

The Page School appropriation for FY '82 provides for personnel and non-personnel costs as follows:

Six teachers, one administrative aide, and one principal	$208,036
Any substitute services and/or extra duty pay that are deemed necessary for the operation of the school	$ 3,750
Personnel benefits for the educational and administrative staff serving the Capitol Page School	$ 18,774
Non-Personnel Expenses	$ 13,440
Total FY '82 Appropriation	$244,000[1/]

[1/] A supplemental of $9,000 is not included.

The Page School Contract requires the Clerk of the House to pay the Board of Education of the District of Columbia for the operation of the Page School on a quarterly basis in four equal installments. There are no funds in the Library of Congress budget that support the Page School operation.

HOWARD O. GREENE, JR.

United States Senate
SECRETARY FOR THE MAJORITY

MEMORANDUM

TO: Honorable James T. Molloy
Doorkeeper of U. S. House of Representatives

FROM: John C. Tuck

SUBJECT: Senate Pages' Rent

The following statistical information is being submitted for your review based on data collected February 1, 1981:

Number of Senate male pages ---- 19
Number of Senate female pages -- 10

Number of Pages	Type of Residence	Average Rent	Total Rent
4	Thompson-Markwood	$ 324.00	$ 1,296.00*
10	Rooming Houses	153.00	1,530.00
9	Apartments	277.50	2,137.50
6	At Home	—	—
Total monthly rent paid by Senate Pages			$ 4,963.50

* Includes two daily meals

MEMORANDUM TO: James T. Molloy, Doorkeeper

From: Jim Oliver

RE: Pages' Rent

What follows is some statistical information on House pages as of January 23, 1981:

Number of male pages:	33
Number of female pages:	29
Total number of pages:	62

# of Pages	Type of Residence	Average Rent	Total Rent
13	Thompson-Markward	$324.00*	$4212.00*
30	Rooming Houses	160.00	4806.00
15	Apartments	242.00	3631.00
4	At Home	-	-
	Total rent paid by House pages		$12,649.00

*includes two daily meals

27 July 1982

The Speaker's Commission on the Pages

MEMORANDUM
To: Commission Members
Re: Comparative Summary of Latest Per-Pupil Expenditures

I) 1979-1980 Selected Cities (Bureau of the Census)

Boston, Mass.	4,111
Milwaukee, Wis.	3,940
New York, NY	3,485
Washington, D.C.	3,096
Philadelphia, PA	2,920
Cleveland, Ohio	2,830
St. Louis, Mo.	2,706
Chicago, Ill.	2,687
San Francisco, Ca.	2,615
Detroit, Mich.	2,420
Average of the 50 states and D.C.	2,095
Average of the twenty largest cities	2,691

II) 1979-1980 Selected States (Bureau of the Census)
(Note: Figures below are lower then those in I due to the exclusion of expenditures for interest on debt.)

Alaska	5,359
New York	3,131
Wyoming	3,110
District of Columbia	2,879
Oregon	2,828
Montana	2,658
New Jersey	2,603
Massachusetts	2,564
Washington	2,555
Iowa	2,467
Average of the United States	2,232

III) 1979-1980 Per-Page Cost of Page School 1,935
(Office of the Clerk, Finance)

ANNUAL COST OF MESSENGER, ASSUMING APPOINTMENT AT LOWEST GRADE

HS 1 Step 1	$10,974.00
Government Contributions:	
Retirement	823.05
Life Insurance	40.56
Health Benefits - Blue Cross (High Option, Self Only)	451.44
	$12,289.05

* *

HOUSE EMPLOYEES SCHEDULE—PER ANNUM RATES

(Effective January 1, 1982)

H.S. Levels	STEPS AND LONGEVITY PERIODS											
	1	2	3	4	5	6	7	8	9	10	11	12
	1 Year	1 Year	1 Year	2 Years	2 Years	2 Years	3 Years	3 Years	3 Years	5 Years	5 Years	
1	$10,974	$11,385	$11,797	$12,207	$12,620	$13,028	$13,442	$13,856	$14,269	$14,676	$15,502	$16,323
2	12,620	13,028	13,442	13,856	14,269	14,676	15,088	15,502	15,910	16,323	17,145	17,968
3	14,541	15,020	15,502	15,979	16,459	16,941	17,419	17,901	18,380	18,859	19,822	20,778
4	16,737	17,211	17,693	18,173	18,653	19,133	19,612	20,093	20,573	21,053	22,014	22,971
5	19,200	19,752	20,301	20,847	21,395	21,945	22,495	23,044	23,592	24,140	25,238	26,335
6	21,963	22,514	23,065	23,610	24,161	24,710	25,258	25,809	26,358	26,908	28,004	29,100
7	25,109	25,741	26,377	27,013	27,646	28,278	28,914	29,547	30,182	30,819	32,087	33,358
8	28,602	29,245	29,883	30,518	31,159	31,796	32,437	33,073	33,712	34,353	35,630	36,911
9	32,408	33,135	33,863	34,586	35,316	36,042	36,766	37,494	38,221	38,946	40,396	41,851
10	36,455	37,187	37,916	38,647	39,373	40,099	40,832	41,561	42,290	43,016	44,476	45,937
11	41,417	42,247	43,078	43,904	44,734	45,563	46,388	47,220	48,046	48,876	50,527	52,188
12	46,867	47,770	48,671	49,571	50,476	51,379	52,282	53,185	54,087	54,990	56,794	58,597
13	52,328	53,336	54,329	55,331	56,325	57,324	58,327	59,327	60,325	61,323	63,324	65,320
14	58,983	60,949	62,915	64,879	66,772	68,809	-------	-------	-------	-------	-------	-------
15	69,158	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

83—08320-1 GPO

Note: Add 10% for Government Contribution.

archer courier systems inc.
1625 I Street, N.W., Washington, D.C. 20006

Telephone:
Washington, D.C. 202-887-8400
Others toll-free
800-223-5598
Telex:
ITT 427938 Archer NYK

July 27, 1982

Mr. Patrick McDonough
Commission on the Pages
US Capitol
Room H 128
Washington, DC 20515

Dear Mr. McDonough:

Thank you for your interest in Archer Courier Systems, Inc. and allowing us to submit this preliminary proposal concerning an outside courier service handling messenger work on Capitol Hill.

Archer will be able to provide for you a staff of 50 to 70 messengers. Interviewing and screening are conducted by experienced employment professionals. At the time of the initial interview and through subsequent performance reviews we monitor our staff to insure a constant level of performance and good grooming. Because of our rigid and selective hiring standards, job offers are made to approximately 10% of individuals applying. The cost of staffing your messenger force is $5.95 per hour that each messenger works.

Archer is also prepared to provide on-site supervision of the messenger force. By subscribing to Archer's Facility Management Program, you would be able to institute the same procedures and controls at your operation that has made Archer a leading service in the courier industry. A cost can not be established without first studying your needs. However, it has been our experience that on each occassion that a study was done and our recommendations implemented, a savings of 12%-30% was realized.

I would be very interested in discussing this concept with you in greater detail at your earliest convienence. This would be the most cost-efficient way of handling your delivery needs should you want to discontinue the page program.

Thank you for your interest in Archer.

Sincerely,

Joel [illegible]ninger
Branch Manager

JG/das

Call the man from Archer
IATA
Archer Air Courier Systems

METRO

METROPOLITAN MESSENGER AND DELIVERY SERVICE CORPORATION
2328 Champlain Street, N.W. Washington, D.C. 20009
phone (202) 387-8200

July 28, 1982

Mr. Pat McDonough
Speakers Commission on the Pages
U.S. Capitol
H-128

Dear Mr. McDonough:

Metro is pleased to respond to your request of July 26, 1982. The figures include uniforms, a health and dental plan for all employees as well as FICA, D.C. employment tax and Workmen's Compensation Insurance at current rates. To provide seventy messengers, the cost would be $1,086,435.00. To provide fifty messengers, the cost would be $776,025.00. These figures are of necessity approximations, given the time and information constraints.

Metro has provided seventeen years of uninterrupted service to clients throughout the Washington area. We currently arrange for the orderly transfer of two to three thousand documents to and from Capitol Hill each week.

Please let me know if I can be of further assistance.

Sincerely,

Taylor Branson

Taylor Branson

JTB/ms

CONGRESSIONAL COURIERS
10410 Haywood Drive
Silver Spring, Md. 20902

July 28, 1982

Mr. Patrick McDonough
Commission on Pages
Room H-128
U.S. Capitol Building
Washington, D.C.

Dear Mr. McDonough:

Thank you for the opportunity to submit estimates on the cost of the possible replacement of House/Senate Pages with commercial messengers.

You requested figures on (1) the possible replacement of 50 Pages and (2) the possible replacement of 70 Pages.

In either event, the annual cost would range from $7,000 to $10,000 a year per person, depending on what fringe benefits the government might make available to these employees.

In total, then, the cost would amount to between $350,000 and $500,000 a year for the 50-Page replacement program, and between $490,000 and $700,000 for replacement of 70 Pages.

I trust this information will be helpful in connection with your study.

Our company would be glad to assist you in any way you feel might be helpful in resolving the present controversy.

Please consider our knowledge, expertise and experience to be at your disposal.

Cordially,

John Druckenbrod

John Druckenbrod,
President

A nonpartisan, nonprofit forum for the involvement of youth in government

Close Up Foundation

July 30, 1982

The Honorable Bill Alexander
Chairman
Speakers Commission on the Pages
201 Cannon House Office Building
U.S. House of Representatives
Washington, D.C. 20515

Dear Congressman Alexander:

We have been following the work of your task force regarding the future of the page program.

Since our organization has been so directly involved with high school students, we have had several members of Congress and friends of CLOSE UP ask us for our thoughts and ideas regarding the pages.

We have, therefore, developed the enclosed statement which reflects some of our ideas and which we hope will be of some assistance to you and your colleagues.

We, of course, would be most happy to meet with you and discuss further any aspects of this statement or to explore possible ways we can be of assistance to you.

Sincerely,

Margery Kraus

Margery Kraus
Vice President

MK:ljs
Enclosure

1235 Jefferson Davis Highway, Arlington, Virginia 22202 (703) 892-5400

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THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS HAS PLACED THIS PROGRAM ON THE ADVISORY LIST OF NATIONAL CONTESTS AND ACTIVITIES FOR 1981-82.

Statement Regarding the Future of the Page Program

Margery Kraus
Vice President
Close Up Foundation
Prepared for the Speaker's Commission on the Pages
July 30, 1982

Introduction

Our organization has been involved, over the past 12 years, with providing a firsthand look at government for high school students and their teachers from around the country. During this time, we have worked with over 100,000 students, developing and supervising both the academic and residential parts of their experience.

We have long been both concerned about, and interested in, the page program and, in fact, have had a number of our participants serve as pages. We are submitting this statement to offer some of our thoughts based upon our extensive experience and our assistance with your task of developing a recommendation about the future of the page program.

Close Up Foundation

In order to give you a context by which to evaluate our thoughts, let me first briefly tell you about the Close Up Foundation. Since its inception in 1970, CLOSE UP has been providing an opportunity for high school students to come to Washington to study government firsthand. The students who participate represent a cross section of their communities -- economically, socially and educationally. After experimenting with a 9th to 12th grade range, we now allow only 10th, 11th, and 12th graders. Further, we prefer that students be in at least their junior year. As stated above, we have had more than 100,000 students participate in our program, 14,000 during this past year.

The program itself consists of six days in Washington for each group of students, during which CLOSE UP assumes total responsibility for the students. CLOSE UP develops the educational experience, arranges housing and provides totally for supervision and chaperonage. The program continues throughout most of the school year.

The teachers who accompany the students to Washington, are participants in a parallel learning experience, also organized and coordinated by the Close Up Foundation. They are not directly responsible for the students.

During their week in Washington, our students are exposed to a wide range of Washington officials, participate in various workshops and cultural experiences. To assure that students are well prepared for this experience, CLOSE UP conducts school-based pre-program activities, publishes academic materials and engages in television programs conducted over the C-SPAN network (Cable-Satellite Public Affairs Network). Post-program activities are also conducted at various sites around the country. Evaluation of these experiences is also an important part of the program.

Page Program

We believe the page program is an important one, offering a very important experience to students at a most strategic age. No one needs to dwell on the statistics about the political interests and involvement of our young people to understand the importance of creating an interest in politics and national issues at an early and impressionable age. It is most important to excite our young people with the positive challenge of public service and community involvement. One needs only to look at the alumni of the page program to see its benefits and evaluate its effectiveness in this regard.

We believe the page program should be continued. However, we also believe that several things should be done to improve and strengthen the program.

Age of the Pages

It is our feeling that the current age span of 14-18 is too broad, and that only 16- and 17- year-olds should serve as pages. This would place students in their junior year -- an ideal time for many reasons. Pages need to be mature enough to follow directions, engage in some independent study and be able to deal with the displacement that comes from being in a different environment. Yet, it is also important that students be young enough to accept direction from surrogate parents, a problem that becomes more difficult as students reach 18 and above, which is the age of majority in many areas.

Our experience with students also reveals some additional benefits of focusing the page program on juniors. Juniors who participate would have a year left in high school to share their experiences with classmates and their community. In addition, with the proper kind of academic program, the students could use their Washington experience to work on some task or project that is important to their area or school. Finally, limiting the age makes it easier to provide quality instruction, because it narrows the focus and instructional level that need to be developed. Rather than have a four-year curriculum, a solid, one-year curriculum will do. It also assures at least some consistency in previous course experience (i.e. history, English, math) with which to deal.

We would further suggest that the length of time that pages participate in the program be uniform and that this time be limited to one semester. A semester in Washington will allow for a meaningful experience while lessing the potential problems that could come from an extended absence from home.

Educational Experience

As an organization that believes strongly in experiential education, CLOSE UP recognizes the benefits of the page experience. However, we also believe this experience could be enriched by integrating both the living and educational aspects into a larger experience. Part of the present problem with the pages is that they exist in a vacuum. Other than the common work experience they share, they are left on their own.

It seems to us that a valuable opportunity is lost. With the vast array of educational opportunities that are a part of Washington, these pages could attend seminars, share experiences in workshops and develop many other common activities. For example, each week CLOSE UP has about 1,000 young people in Washington. Many evenings are spent in workshop sessions discussing issues of the day. It should be possible to arrange a role for the pages that would not interfere with their sometimes unpredictable work schedule but would provide them with an opportunity to participate and, depending upon their ability and experience, play a leadership role in these discussions. They would also have the opportunity to discuss the issues they have observed.

During those evenings when there are no workshops, our students attend some of Washington's cultural offerings such as Ford's Theater. There are also such social opportunities as dances and a pizza night, all of which are monitored and supervised. The pages might also be able to attend these activities. This would give the pages structured evening activities on a regular basis, so that they would not lead an entirely independent or isolated existence.

What I just described is just one example of the kind of broader experience the pages could have. Although Congress itself does not have the time to plan and implement such a rigorous program, there may be others who could assist you in developing a "showcase," or model experience, for these pages -- an experience that enhances and broadens the wonderful opportunity for firsthand observation the page program already provides. The page program should be a stimulating example of the best of experiential education, not a black eye for the Congress. There are many ways this could be accomplished; my example was only for the purpose of illustration.

Much of the quality of the educational experience also depends upon the faculty that is assembled to work with the pages. Given the general state of education in this country, here again is a place where innovation can be both cost-effective and people-effective. Teachers selected for the page school could be selected from national competition. School districts could nominate applicants and offer them sabbaticals for the year in which they teach. Teachers could be housed with the pages (like dorm counselors who live on the students' floors), becoming both teacher and counselor and building a climate of mutual respect. This should reduce the temptation on the part of the pages to disregard the rules, because they would not want to let their counselors down.

The teachers, again if integrated into a larger experience, would have a wonderful opportunity to see their government in action. It could be a coveted award to be a teacher in this program, and, parhaps, the teachers could even be given additional responsibility as interns on the Hill or around Washington in the afternoon which enables them to share their expertise in a meaningful way.

We know from the many educators, social studies supervisors and school administrators with whom we work that they would view this as an opportunity. We feel much enthusiasm could be generated for this idea.

Again, let us use our own experience by way of illustration. We annually work with 2,000 high school teachers from across the country. Many of these teachers are extraordinary and establish an amazing rapport with their students. Many of them suffer from burnout, or near burnout because of the fatigue of years of classroom teaching. Some of them have taken leaves or sabbaticals--a breather--to become instructors for CLOSE UP before continuing their careers. It has been a mutually beneficial experience, one which we feel would make a lot of sense in this situation. We would also guess that the cost would be no greater than the present budget for these services--particularly, if you could limit instruction to an 11th grade curriculum.

Housing and Supervision

It is our view that housing and supervision of the pages go hand and hand. A residential environment with a school dorm's discipline, structure and social aspects needs to be established. Ideally, this "dorm" could also provide classroom space for some of the educational experiences described above. While it might not be immediately feasible, you might want to consider a facility which could serve not only as a center for pages, but also for high school interns and other students of that age involved in structured governmental learning experiences. This is yet another way to help the page program become part of a larger experience.

Such a facility could be built with private funds as well as Congressional support. It is an idea we have been exploring for some of our own activities. The Congressional and corporate members of CLOSE UP's National Development Council have been working together to explore the feasibility of such an effort. There appears to be a great deal of potential corporate support for this kind of center. We would be happy to share with you the benefits of our discussions.

As an interim measure, a dorm-like arrangement should be established in a building on the Hill. If not, off the Hill premises could be arranged but bus transportation would probably have to be utilized for late evening transfers when Congress is in session. If sabbatical teachers are utilized, as previously described, a part of their duty could be supervisory in nature. They could rotate "live in" duty so that someone is assigned to check pages in for their evening curfew. Graduate students could also be utilized in return for living accommodations. Again, there would be certain advantages in working this through an organization such as ours which employs fifty such "instructors" each year with similar responsibilities and which also has nurses in residence on a 24 hour call basis.

We would also recommend a curfew for all pages of 11:00 P.M. or 11:30 for weekdays and 12:00 or 12:30 for weekends, except when their duties conflict. Sign in procedures should be employed.

Conclusion

As stated at the outset, we believe the page program should be continued and should be targeted to include only high school juniors. The program should be one-semester in length and should be part of a broader educational experience. Modifications in the program should include housing arrangements in a "dorm-like" setting with counselors or residential teachers responsible for the security and both physical and emotional well-being of the pages. The educational standards for the page program should incorporate the best possible experiences and instruction available for these young people.

We at CLOSE UP believe with reason that a Washington learning experience can be an enormously enriching one. We are proud of our program and would welcome the right opportunity to adapt aspects of it to include pages.

7/23/82
Requested Appearance for Testimony
Father is too ill to appear.

GEORGETOWN UNIVERSITY
WASHINGTON, D.C. 20057

OFFICE OF THE PRESIDENT

July 21, 1982

The Honorable
John T. Myers
2301 RHOB
Washington, D.C. 20515

Dear Mr. Myers:

As your Committee considers various changes the Congress would like to make in the housing and instruction of Congressional Pages, I would like to call your attention to the possibility that Georgetown University could be of service.

Obviously, it would be advantageous to the Pages were they housed on or near a university campus. Here Georgetown could be of help. The University has available pieces of land on which housing for 150 youngsters could be built, or there is always the option of the government purchasing land near or adjacent to the University for the purpose of constructing a dormitory. Any dormitory so constructed would have the usual supervision we provide for other resident students on campus. In addition, Pages living in the dormitory could share in the social, cultural, athletic, medical and all the other extra-curricular activities available to the University's students.

I'm not certain what the desires of Congress will be about the instruction of the Pages, but here, too, the University could be of help. First of all it disposes of a very good library, and secondly, it has both the faculty and other resource people necessary to enrich the program offered to the Pages, enhance the teaching they would receive, and in many other ways support their academic work. I am tempted to keep this part of our offer in the subjunctive, because I should think Georgetown would like to see a longer amount of time devoted to the education of the Pages, and more serious intellectual demands made on them than appear to be the case at present.

At the moment it is impossible for reasons of health to work directly with you at this time. I would appreciate it if your staff could work with my special assistant, Father William L. George, S.J., until such time as I can get back to full-time labor.

This letter is written in an effort to be useful, and to be so at minimal cost to the federal government.

Sincerely,

T. S. Healy SJ.

Timothy S. Healy, S.J.

TSH:nyd

GEORGETOWN UNIVERSITY
WASHINGTON, D.C. 20057

OFFICE OF THE PRESIDENT
SPECIAL ASSISTANT FOR
FEDERAL RELATIONS

202/[illegible]

July 21, 1982

The Honorable John T. Myers
U. S. House of Representatives
2301 RHOB
Washington, D.C. 20515

Dear Mr. Myers,

Mr. Conte informed me of your interest in the Page School situation and urged Father Collins and I to see you.

The attached letter indicates Father Healy's desire to help in whatever way the University's resources can be of assistance.

May I meet with you or your staff to consider this issue?

Thank you for your consideration.

Sincerely,

William L. George, S.J.

William L. George, S.J.

WLG:dh

SPECIAL COMMISSION ON PAGES

While reflecting on the various issues on Pages, the Commission may want to consider Housing the Pages during the 1982-83 academic year with Georgetown students at Alban Towers on Massachusetts Avenue N.W., near the National Cathedral.

If G.U. knew before August 8th the number of pages needing housing, we could hold as many rooms available as possible. Presently double rooms and about 20 apartments are available. Arrangements for supervision and counseling could be made as well as transportation. Rents usually range $153.00 - $229.00 per person per month, from September 1 - May 31.

There is a possibility that we could house 100.

Hopefully, this information will assist the commission.

William L. George

William L. George, S.J.
Special Assistant to the President
for Federal Relations, Georgetown University

August 4, 1982

GEORGETOWN UNIVERSITY
WASHINGTON, D.C. 20016

ALBAN TOWERS
DIVISION OF INVESTMENT PROPERTIES

RATE SHEET

	SUMMER	FALL
I. Apartments		
a. 1 bedroom (accommodates 3 persons)	Total: $516.00 1/3 space: $172.00	Total: $615.00 1/3 space: $205.0
b. 1 bedroom & den (accommodates 3 persons)	Total: $567.00 1/3 space: $189.00	Total: $675.00 1/3 space: $225.0
c. 2 bedroom (accommodates 4 persons)	Total: $768.00 ¼ space: $192.00	Total: $916.00 ¼ space: $229.0
d. 2 bedroom & den (accommodates 5 persons)	Total: $770.00 1/5 space: $154.00	Total: $920.00 1/5 space: $184.0
II. Hotel Rooms*		
a. Double room & bath -(with lease)	Total: $330.00 ½ space: $165.00	Total: $394.00 ½ space: $197.0
-(without lease: note that this applies only to month-to-month tenants)	Total: $374.00 ½ space: $187.00	Total: $446.00 ½ space: $223.0
b. Single room with sharing bath:	$212.00	$252.00

III. Parking

a. Inside: $60.00/month
b. Outside: $50.00/month

IV. Air Conditioning
(Please note that all utilities are included except air conditioning. For this there will be a charge per unit.)

* Note: No cooking or snack foods of any kind is permitted in hotel rooms according to District of Columbia law. Failure to comply with this law may terminate your lease.

A SECURITY DEPOSIT EQUAL TO ONE MONTH'S RENT IS REQUIRED UPON SUBMISSION OF APPLICATION. IT IS NOT REFUNDABLE IF RESERVATION IS CANCELLED.

ALBAN TOWERS
ROOMMATE PREFERENCE FORM 1982 - 1983

NAME: ______________________________ **SOCIAL SECURITY #:** ___________________

SCHOOL: ___________________ **CLASS YEAR:** _______ **at Georgetown University**

Experience has shown that the following questions are most helpful when matching roommates. Although we can make no guarantees, we will do our best to honor your preference.

Please Check One:	**YES**	**NO**
1. Do you prefer a roommate who smokes?	___	___
2. Is keeping your living area neat/tidy important to you?	___	___
3. Do you retire and rise early?	___	___
4. Would you feel comfortable sharing possessions?	___	___
5. Do you prefer loud as opposed to soft music?	___	___

Are there any special interests or unique circumstances you would want to share with us?

____

____

____

GEORGETOWN UNIVERSITY
WASHINGTON, D.C. 20016

ALBAN TOWERS
DIVISION OF INVESTMENT PROPERTIES

ALBAN TOWERS FALL APPLICATION PROCEDURE

1. Return completed application and security deposit to Manager's Office. Security deposit should be equal to one month's rent in the type of accommodation you desire.

2. There is no application deadline. Applications are accepted any time during the summer. Placement is done on a first-come first-served basis.

3. Confirmation letters will be sent out after July 15, 1982.

4. If the applicant decides not to take his reserved space, his security deposit is forfeited. If Alban Towers cannot accommodate the applicant, his security deposit will be refunded.

5. Those applicants desiring accommodations beginning before the start of the lease period can be placed in double-occupancy hotel rooms on a pro-rated basis.

6. Any questions can be directed toward the Manager's Office during office hours, 9:00 a.m. - 5:00 p.m. Monday through Friday. The office is located in Room 5, found on the lobby level; the telephone number is (202)333-2450.

APPLICATION FOR FALL LEASE
September 1, 1982 - May 31, 1983
(ACADEMIC YEAR)

NAME: ______________________________

PERMANENT
ADDRESS: ______________________________
(Street) (City) (State) (Zip)

PHONE NUMBER: (________) ______________

SCHOOL WHERE PRESENTLY ENROLLED (Academic Year 1982 - 1983):
____

____
(Field of Study) (Class Year)

SOCIAL SECURITY #: ______________________________

NAME OF NEAREST RELATIVE: ______________________________
- relationship: ______________________________
- address: ______________________________
- phone #: ______________________________

PLEASE CHECK ONE OF THE FOLLOWING:
REQUESTING:

I. ________ Space in hotel room (no kitchen facilities)

II. ________ Space in apartment

IF II IS CHECKED ABOVE, PLEASE INDICATE IN WHICH SIZE APARTMENT YOU DESIRE ACCOMMODATION. PLEASE NUMBER ALL ACCORDING TO PREFERENCE (1-4).

________ 1 bedroom (maximum number of occupants: 3)

________ 1 bedroom & den (maximum number of occupants: 3)

________ 2 bedrooms (maximum number of occupants: 4)

________ 2 bedrooms & den (maximum # of occupants: 5)

A security deposit is required in an amount equal to one month's rent and PAYABLE WITH RESERVATION. (The deposit returned with this application should be equal to one month's rent of the unit size you have made as your first choice above. If the Management is unable to place you in the desired unit size, we will place you in the next available choice.) The deposit is refundable 45 days after the expiration of the lease and inspection of the premises for damage. IT IS HEREBY UNDERSTOOD AND AGREED THAT IT CAN NOT BE USED AS THE LAST MONTH'S RENT AND IS FORFEITED IF THE RESERVATION IS CANCELLED. All checks should be made payable to "Alban Towers/G.U."

There can be no check-ins before the date of the lease period (September 1, 1982). However, there are limited hotel spaces available for early arrivals. Reservations may be made by calling (202) 338-6400, 8-4, Monday - Friday. All rules and regulations of The Alban Towers Handbook apply.

DATE OF ARRIVAL: ______________________________

(continued on opposite side)

I understand that the Management of Alban Towers-G.U. will obtain a roommate/roommates to share the room/apartment. I agree to accept any student/individual without reproach or recourse because I am unable to obtain a roommate myself.

If air-conditioning is desired, please initial here.______________
Please note that there is a monthly charge of $50.00 for each air conditioning unit.

Please sign that you have read and fully understand all information given within this application.

Signature:____________________________

Date:____________________________

*The contracts MUST cover the entire lease period. Payments of rent must be until May 31, 1983.

FOR OFFICE USE ONLY

		Date
Deposit Received:	______________	______________
First Month's Rent Rcd:	______________	______________
A/C Fee Rec'd:	______________	______________

Apt/Rm Reserved: ____________

4 August 1982

The Speaker's Commission on the Pages

MEMORANDUM
To: Commissioners

Note: Mr. Bartlett will be unable to appear before the Commission.

A) Housing Questions

Mr. Ensign was contacted concerning the questions raised on Tuesday.

He stated that HOBA 1 could be ready for occupancy by the end of September. Further, preparation of the second and third floors (rather than the seventh and eighth) is possible and can be completed within the same time-frame.

The Commission could have its choice of any of numerous rooms on the first floor to serve as a "day-room".

Kitchen facilities are not possible in HOBA 1. Vending machines could be installed.

B) House Restaurant Service

Senate facilities are open 7:30am - 4:00pm M-F. On Saturdays, facilities are open for breakfast and lunch. On Sunday and Holidays, all facilities are closed. (Information from Mr. Bill Raines, Office of the Architect.)

Mr. Marshall (x54568; House Administration, Services Subcommittee) said that arrangements could be made in House facilities both for early morning and late night meals (M-F).

C) Mr. Harry Sanger (x62480:GAO) is sending an option paper to the Commission Wednesday morning on page rent-deduction alternatives.

Received 4 August 1982 from Mr. Harry Sanger (GAO).

Congressional Page Housing

Legislation establishing a Congressional housing facility for pages should include language authorizing (1) the Congress to provide living quarters and, if desired, items such as subsistence and laundering; (2) the basis for determining the charges to be made for the housing and services; (3) the deduction of the charges from the pages pay or other methods to cover the provision of living quarters. (As an alternative, it may be more practicable to provide the housing at no charge and reduce the pages base salaries by the value of the housing.), and (4) the transfer of amounts collected to the U.S. Treasury as miscellaneous receipts.

In addition, the legislation should make the use of the facility mandatory for all pages, assign responsibility for oversight and development of rules and regulations concerning the facility, and assign responsibility for the operation and management of the facility and safety of the pages.

The legislation should also provide authorization for appropriations to be made to operate the facility.

Examples of legislation concerning quarters for Executive agency employees are contained in 5 U.S.C. 5353 and 5 U.S.C. 5911. These might be useful in developing the language to be used in a bill on housing for the pages.

The American University
Office of the Treasurer

August 3, 1982

The Honorable William Alexander
Chairman
Special Commission on Pages
U. S. House of Representatives
H-128
U. S. Capitol
Washington, D. C. 20515

Dear Chairman Alexander:

On behalf of The American University, I am pleased to submit to the Special Commission on Pages a proposal to provide supervised housing accommodations for all Congressional pages, beginning September 1, 1982.

As the attached proposal indicates, The American University has sufficient space available to house all of the female pages in the Immaculata Preparatory School dormitory, which the University leases on a year to year basis; the male pages could be housed in a dormitory residence on campus. Both facilities would provide some degree of physical segregation from the University's housed students.

The American University has a long history of providing accommodations for groups not affiliated with the University, but whose activities reflect the interests and goals of the University community. This past year, we have sponsored programs on campus for such organizations as Boy Scouts of America, Girl's Nation, and Boy's Nation. We would, indeed, consider it a privilege to also accommodate the pages of the United States Congress.

I look forward to discussing this proposal further at your convenience.

Sincerely,

Donald L.

Donald L. Myers
Treasurer

DLM:em

Enclosures

A PROPOSAL TO HOUSE CONGRESSIONAL PAGES AT FACILITIES SUPERVISED BY THE AMERICAN UNIVERSITY

The American University offers to provide supervised housing accommodations for all Congressional pages, beginning September 1, 1982. Separate housing facilities would be available for both male and female pages, with some physical segregation from The American University's housed students.

Description of Housing Facilities

Approximately 40 female pages could be comfortably housed on one entire floor of Immaculata dormitory (a former Immaculata College dorm which is now a part of the Immaculata Preparatory School complex), which the University leases on a year to year basis for 90 of its women students. Immaculata dormitory is located at Nebraska and Wisconsin Avenues, a five minute walk from campus, and is owned and operated by the Sisters of Providence. Rooms are designed for double occupancy and other accommodations in the building include kitchenettes, washing machines and dryers, study lounges and TV lounges.

The approximately 60 male pages could be housed in Hughes Hall, a dormitory residence on the University campus (see attached campus map). All male pages would reside together on the sixth floor, separate from the college students. Rooms are designed for double occupancy, although arrangements can be made for triple occupancy at a lower monthly rate. The facilities include study lounges, TV rooms, washing machines and dryers, and kitchenettes.

All dormitory rooms contain basic essential furnishings. Mail service is provided once a day to the dormitories. (Attached are floor plans for both facilities.)

Supervision and Safety

Under the direction of the University's Residential Life Office, Resident Advisors are selected who are responsible for the safety and development of students residing in the University's residence halls. Resident Advisors are either juniors, seniors, or graduate students in good standing at the University. Before assuming the position of Resident Advisor, each candidate must complete an extensive series of on-going training programs on such topics as peer counseling, fire safety, crisis intervention, first aid, and drugs and alcohol.

The Resident Advisor is subject to and enforces all University and residence hall regulations and policies. The Resident Advisor is expected to uphold reasonable standards of conduct and behavior and to accept the responsibilities inherent in role modeling. The University's residence hall charges include one Resident Advisor per floor.

The front desk in each residence hall is staffed 24 hours a day and access to the buildings is restricted to residents by an electronic card key system. Health insurance coverage purchased through the University, provided by the Congress, or as evidenced by a certificate of insurance from parents, is a prerequisite for dormitory residence. Pages also would observe the attached Regulations for Student Conduct in The American University Residence Halls.

University Facilities

The American University offers a wide variety of services and facilities to its students which would also be available to the pages. The Health Center provides primary medical care providing that a Physician's Report documenting results of a physical examination by a private physician is on file in the Health Center. A variety of dining services on campus provide food service between the hours of 7:30 am to midnight. Pages would also be welcome to use other facilities available to the University's students, including the library and various recreational facilities.

Public Transportation

The metro bus system provides convenient transportation to and from the men's and women's dormitories. Pages in the Immaculata dormitory could take a number of the "30 series" buses, which stop in front of the facility, directly to the Capitol. Pages housed in Hughes Hall could ride any of the "N" buses, which stop at the Massachusetts entrance to the University, and then transfer at Massachusetts and Wisconsin Avenues to any of the "30 series" buses heading toward the Capitol. These bus routes also run to the Dupont Circle subway station from which most areas of the city are readily accessible. The metro buses operate from 4:35 am until 3:00 am, seven days a week.

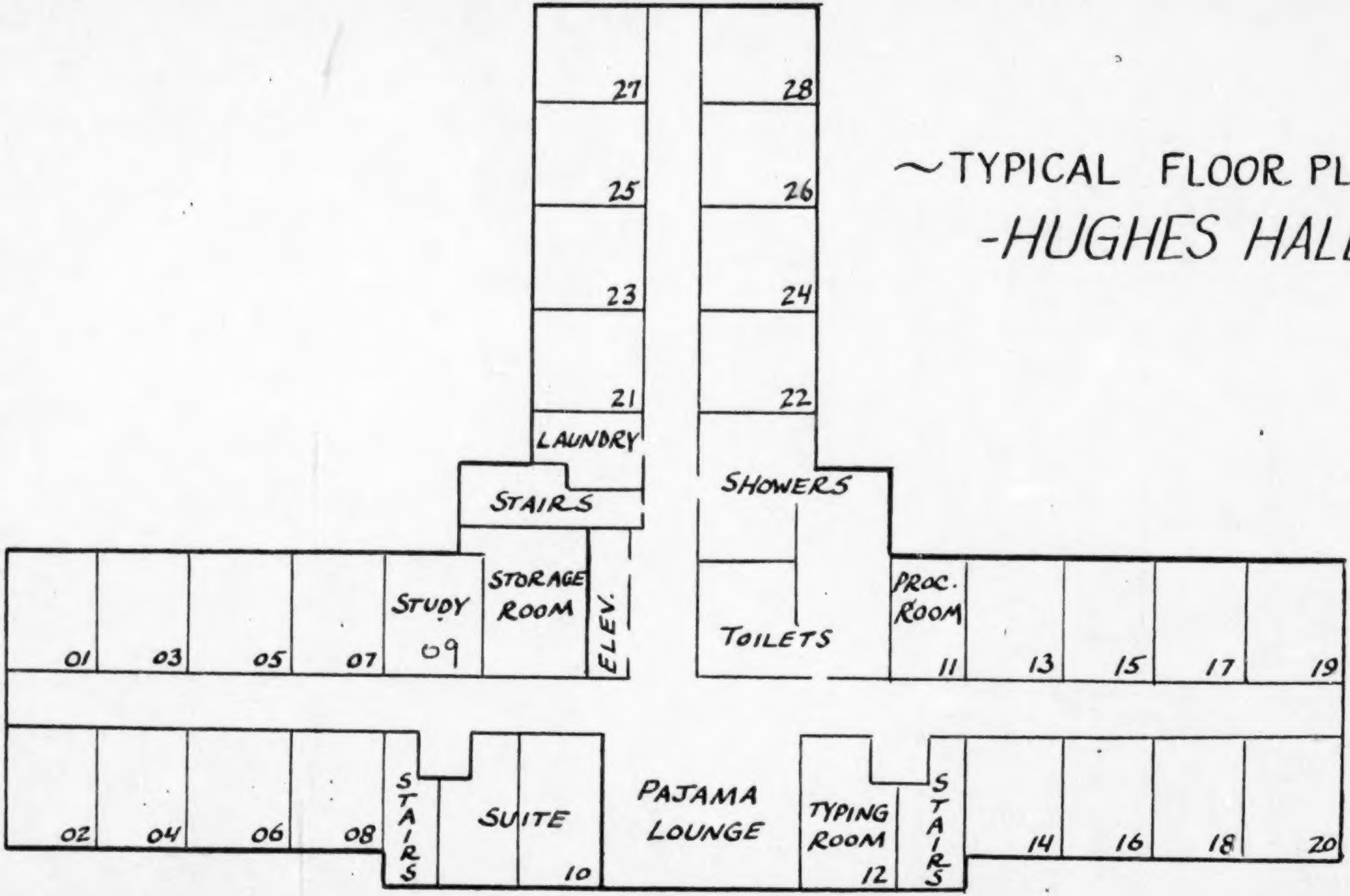
Financial and Contractual Arrangements

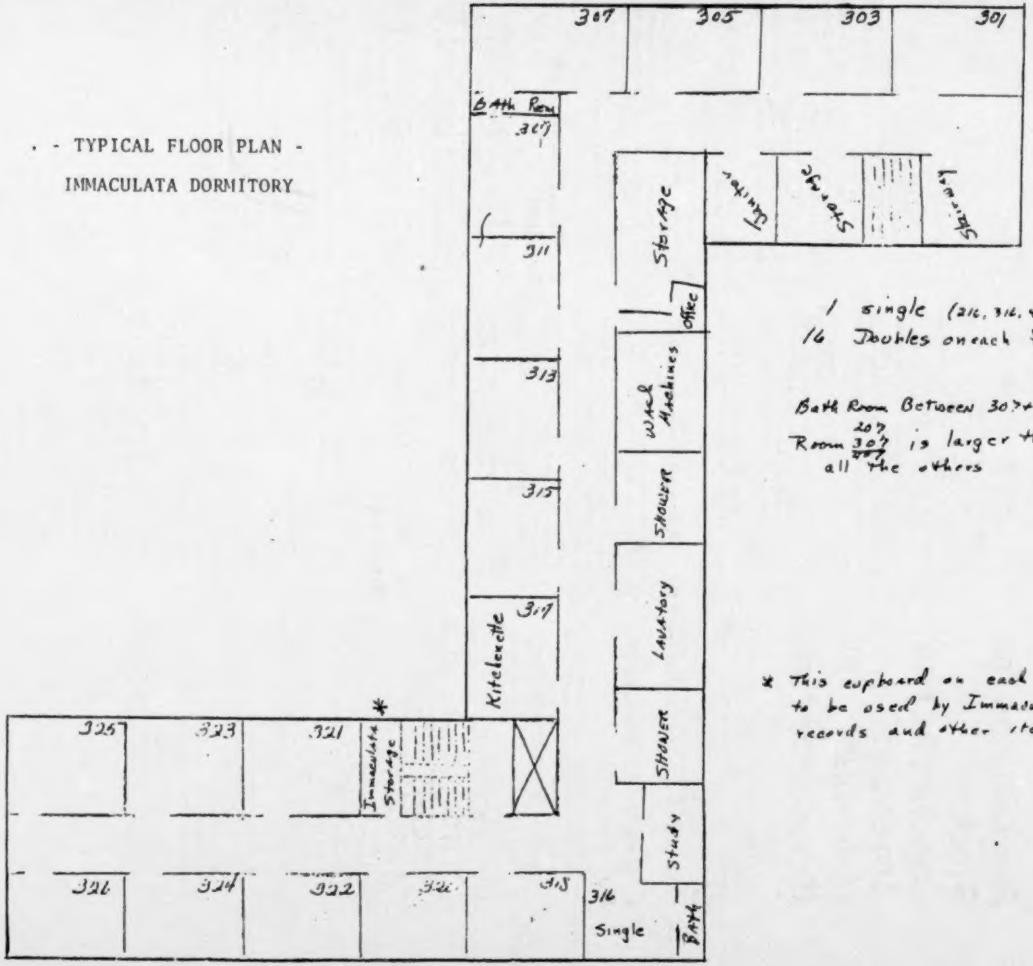
The University would enter into an agreement with the U. S. Government to effect payment for the services which it would provide for the pages. This agreement would be in the form of a lease between the University and the appropriate government agency and would provide for rental payments to be made each month, in advance, to the University. The services described herein, including supervised housing and use of University facilities, would be provided for the pages at the following monthly rates:

double occupancy - $200.00 per month
triple occupancy - $150.00 per month

~TYPICAL FLOOR PLAN~

-HUGHES HALL-


27
28
25
26
23
24
21
22
LAUNDRY
STAIRS
SHOWERS
STUDY
09
STORAGE ROOM
ELEV.
TOILETS
PROC. ROOM
01
03
05
07
11
13
15
17
19
02
04
06
08
STAIRS
SUITE
10
PAJAMA LOUNGE
TYPING ROOM
12
STAIRS
14
16
18
20


307
305
303
301
Bath Rm
309
311
313
315
317
Kitchenette
Storage
Janitor
Storage
Stairway
Office
Wash Machines
SHOWER
Lavatory
SHOWER
Study
Bath
316
Single
318
320
322
324
326
325
323
321
Immaculata Storage
*

- - TYPICAL FLOOR PLAN -

IMMACULATA DORMITORY

1 single (216, 316, 416)
16 Doubles on each Floor

Bath Room Between 307 + 9
Room $\frac{\overset{207}{307}}{407}$ is larger than all the others

* This cupboard on each floor is to be used by Immaculata For records and other items.

Regulations for Student Conduct in The American University Residence Halls

These are implementing regulations, based on The American University Code of Conduct, and are incorporated as an addendum to that document by University policy. Violations of these regulations may result in referral to the University Conduct Council for review and appropriate action. **The following actions are expressly prohibited:**

I. Related to Residence Hall Security

1. To enter any residence hall without showing a proper room key or access card to the student Security Guard on duty, or upon the request of a staff member or Desk Receptionist.
2. For any visitor to a residence hall not escorted by a resident of that hall to fail to leave the building upon the request of any resident of that hall or upon the request of any Residential Life staff member.
3. For any visitor to a residence hall to pass the reception desk and enter the building without escort by either a resident of that hall or by a Residential Life staff member or a member of the University administration.
4. To allow any non-resident of your building who is not your guest and for whom you cannot assume responsibility or whom you do not know to enter the building with you as his/her escort.
5. To prop open outside doors or exitways without the permission of residence hall staff.
6. To use any locked fire exit, except during a fire alarm.
7. To block any fire door or fire exit.
8. To sound any elevator alarm bell without due cause, or to interfere with the normal operation of elevators.
9. To duplicate any room key.
10. To fail to return room keys upon vacating a room.
11. To go behind the reception desk in any residence hall without authorization from the Resident Director or Assistant Resident Director.

II. Related to Fire Codes

1. To set any fire within the buildings.
2. To use broiler ovens, any electric coffee maker, popcorn popper, microwave oven, hotplate, open burner, or electric device for heating water in student rooms, on carpeted floors, or in hallways.
3. To cook indoors with charcoal or any open flame device.
4. To burn any candle indoors.
5. To keep any refrigerator with an electrical requirement exceeding 7 amps.
6. To fail to immediately leave the buildings when a fire alarm has sounded.
7. To tamper with fire equipment, or to carry or remove fire extinguishers from their mounts or storage boxes except in case of a fire.
8. To pull any fire alarm when no fire is present, or to falsely report any fire or other emergency.
9. To use electrical lights and appliances totalling more than 850 Watts electrical requirement in a student room at any one time.
10. To disconnect, sound, or otherwise tamper with any smoke detector.
11. To run electrical wires beneath any rug or carpet.
12. To replace any University-provided room draperies with other than fire-retardant materials.

III. Related to Property

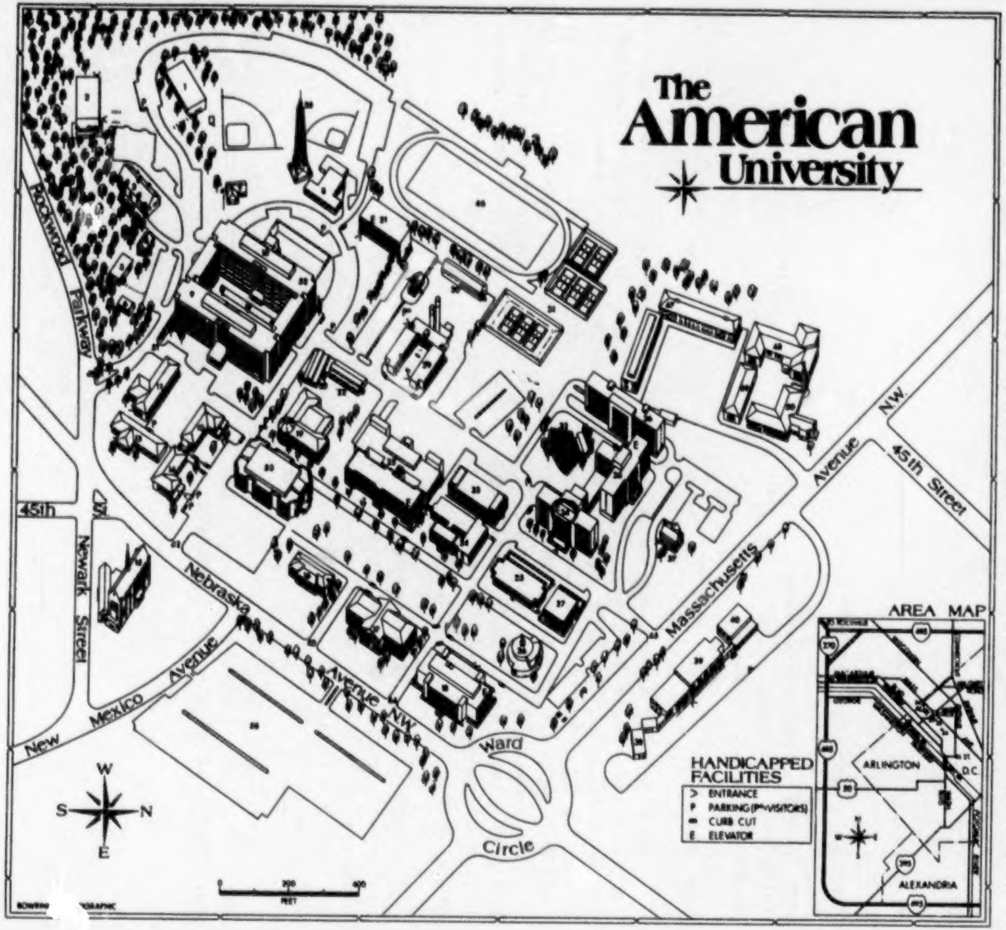
1. To remove furniture from any common area without authorization of Residential Life staff.
2. To keep any unauthorized student furniture designated for other areas in student rooms.
3. To keep waterbeds in student rooms.
4. To keep any pet, excepting fish, in student rooms.
5. To remove furnished desks from wall mountings.
6. To mark or deface any wall, other painted surfaces, or carpets in the buildings.
7. To deface, steal, harbor or damage any property belonging to the University, any hall resident, or commercial vendor (such as vending machines, intercoms, or telephone equipment).

IV. Other Prohibited Conduct

1. To engage in any disorderly conduct, or to interfere with the rights of other students in their academic pursuits. This specifically and especially pertains to other residents' rights to an environment conducive to study and to sleep.
2. To engage in sports activity within the residence halls.
3. To engage in sports activity or to create excessive noise within the Letts-Anderson Quad.
4. To shout or to otherwise create disturbances from any residence hall window.
5. To create excessive noise by any means whatsoever. This shall include playing loudspeakers through room windows at any time; noise audible past the immediate vicinity of a student room or on another floor during the hours from 5:00 p.m. Sunday to 5:00 p.m. on Friday, or past 11:00 p.m. on weekends.
6. To drop or throw any object or any liquid from windows.
7. To hang any object from room windows, excepting campaign signs approved by the Resident Director.
8. To keep dangerous materials, including but not limited to firearms, including air or CO_2-powered weapons, fireworks, and dangerous weapons.
9. To consume or to keep for consumption hard liquor in student rooms or within the buildings.
10. To possess, buy, or sell any illegal drugs.
11. To refuse to follow a directive from a Residential Life staff member, Desk Receptionist, or Security Guard when acting in the performance of his/her duties.
12. To harass, haze, or verbally abuse any resident, guest, or staff member living in the University Residence Halls.
13. To physically assault or to cause harm to any person on University premises.
14. To use the intercom systems outside of their intended use or to purposely disturb any resident.
15. To solicit or canvass for commercial purposes within the residence halls, without the approval of the Resident Director.
16. To have an overnight guest without your roommate's consent.
17. To have a guest visit in the residence halls for longer than a three-day period. Repeated visits by guests over extended periods may be considered unauthorized occupancy of a room by the guest. The University reserves the right to prohibit repeated, extended visits.

V. Other Prohibited Conduct

1. For residents not to be fully responsible for the behavior of their guests, pertaining to the specific regulations listed here or elsewhere pertaining to conduct within the residence halls. In addition, all residents will be held fully responsible for the behavior of any persons in their residence hall room.
2. For residents not to be held responsible for damage to residence hall buildings or furniture, and will be billed for repair or replacement where they have caused damage in their own rooms or in common areas.
3. In the event of willful damage to the common areas located in the immediate vicinity of a student's room, or to the furnishings or facilities located therein, in which event the willful perpetrators of such damage cannot be identified, all resident students served by that common area may be assessed for repair or replacement costs.
4. To tamper with telephone equipment, or to falsely use telephone credit cards or otherwise fraudulently use campus telephones.


The American University
Rockwood Parkway
45th St
Newark Street
New Mexico Avenue
Nebraska Avenue
Avenue N.W.
Massachusetts Avenue N.W.
45th Street
Ward Circle
HANDICAPPED FACILITIES
> ENTRANCE
P PARKING (P=VISITORS)
CURB CUT
E ELEVATOR
AREA MAP
ARLINGTON
D.C.
ALEXANDRIA
0 200 400
FEET
W
S
N
E

Admissions, Financial Aid and Veterans Affairs (Asbury Building, 29)	
Alpha Sigma Phi	5
Alpha Tau Omega	7
Anderson Hall	10*
Annex I	20
Annex II	22
Asbury Building	29
Battelle-Tompkins Building	24
Bender Library	53
Beeghly Chemistry Building	21
Bookstore (Anderson Hall, Lower Level)	52
Broadcast Center	8
Cassell Annex	38
Cassell Center and Gymnasium	39
Cassell Swimming Pool	40
Clark Hall	12
Clendenen Gymnasium	33
Continuing Education, Division of (McKinley Building, 19)	
Fletcher Gate	41
Glover Gate	45
Gray Hall	13
Hamilton Building	3
Harvey Gate	44
Hughes Hall	34*
Hurst Hall	17
International Service, School of	16
Kay Spiritual Life Center	26
Kreeger Music Building	2
Leonard Hall	36*
Letts Hall	9*
Library (Bender, 53)	
McCabe Hall	11
McDowell Hall	35*
McKinley Building	19
Marketing and Transportation Center	6
Mary Graydon Center	23
Metropolitan Memorial United Methodist Church	15
Myers, John Sherman-Law Building (Hutchins Building, rear entrance)	25
Nebraska Avenue Parking Lot	58
New Lecture Hall	27
Osborn Building	30
Phi Sigma Kappa	4
President's Building	37
Purchasing; Loading Platform	51
Reeves Athletic Field	46
Reeves Gate	42
Registrar (Asbury Building, 29)	
Roper Hall	14
Tennis Courts	31
Transmitter, WAMU-FM	28
Ward Circle Building	18
Watkins Art Building	1
Woods-Brown Outdoor Theatre	32
Woods Gate	43
Wesley Theological Seminary	
Administration Building	50
Library	49
Classroom Building	48
Dormitory	47
3301 New Mexico Avenue	55
Business Council for International Understanding (BCIU)	
4900 Massachusetts Avenue, N.W.	54
Law Institute	
2725 39th Street, N.W.	56*
Glover Tunlaw Residence Hall	
4300 Nebraska Avenue, N.W.	57*
Marian Hall	

*Residence Halls

12:40

RICHARD S. COHEN

WILLCO BUILDING

July 13, 1982

Honorable James T. Molley
Door Keeper of the House
U.S. House of Representatives
H-154 The Capitol
Washington, D.C. 20515

Dear Sir:

Upon reading an article recently in the newspaper, there was mention that Congress might be looking for a dormitory-type housing for the pages. I presently own a building located at 214 Mass Avenue, N.E. which is leased to GSA, and which lease expires at the end of August, 1982. The building is presently being used for an office building, however, when the building was originally constructed, it was built as an apartment house and converted into an office building. It would be a rather small undertaking to convert the building back to its original use, that of an apartment house.

I understand that sometime ago property had been bought by the appropriate agency for the construction of a dormitory to house the pages, however, these things take time for planning and construction. It's much easier to move into a facility which has already been constructed and has little work to do to meet the needs of its occupants.

If there is further interest to pursue the above, I would be happy to meet with you or anybody else you may so designate. Thank you very much for your consideration. I remain,

Respectfully yours,

Richard S. Cohen

RSC/dap

000 EXECUTIVE BOULEVARD. ROCKVILLE, MARYLAND 20852 • 301 881-7800

Dale Denton Real Estate, Inc.

Connecticut Place #6
5039 Connecticut Avenue, Northwest, Washington, D.C. 20008
202-362-2900

July 21, 1982

Hon. Bill Alexander
Chairman, Speaker Page Commission
201 Cannon
U.S. House of Representatives
Washington, D.C. 20515

Dear Mr. Alexander:

I would like to take this opportunity to bring to your attention a property which may be worthy of your consideration as future housing for the congressional pages. We have recently listed for sale the "Capitol House" condominium located at 305 C St N.E. The building consists of 43 individual units. There are 17 one bedrooms (approximate average square footage of 700) and 26 efficiency apartments (approximate average square footage of 475). The project is located one block from the new Senate Office Building and only one block from facilities currently used to provide housing for the congressional pages.

I have attached the public offering statement which you may find helpful in your review of our project. Asking price for the property is $3,185,000.00. If I may be of assistance please contact me at 547-3525 or evenings 543-1953.

Thank you for your consideration.

Sincerely,

Virginia Lucero
Project Manager
Capitol House

SINGER
EDUCATION DIVISION

CAREER SYSTEMS

July 27, 1982

Representative William V. Alexander,
Chairman
Special Committee on Pages
Room H-128
United States Capitol
Washington, DC 20515

Dear Chairman Alexander:

Singer Career Systems, a part of the Singer Education Division, is a Rochester, New York, based company with over 17 years' service in managing and operating residential facilities for young adults in the United States. We have over 2,500 employees at 16 locations from coast to coast with years of management experience.

We would like to discuss the possibility of subcontracting the management of a residential facility for Congressional Pages. The facility would be staffed 24 hours a day, 365 days per year, with meals, programmed recreation, and, most of all, a complete accountability system. This project would be beneficial and economical for all concerned.

Your consideration of this idea would be greatly appreciated, and we are available for discussions at your convenience.

Sincerely yours,

John N. Acquilano
Vice President
Training Service Operations

JNA/mac

cc: Rep. James C. Wright, Jr.
Rep. Robert H. Michel
Rep. Barber B. Conable
Rep. Norman Y. Mineta
Rep. Samuel S. Stratton

Singer Education Division includes Career Systems training programs and products • Education Systems audiovisual equipment • SVE instructional materials
80 COMMERCE DR., ROCHESTER, N.Y. 14623 • 716-334-8080 TWX NO. 510-253-5319
CABLE ADDRESS: SINGERCAR

SINGER EDUCATION DIVISION
CAREER SYSTEMS

PROGRAM OPERATIONS AND EVALUATIONS

Earle C. Clements Job Corps Center
(formerly Breckinridge)
Morganfield, Kentucky

Total management of residential program includes educational, vocational and social skills development, financial administration, health services, food service, security and maintenance. Vocational skill training in automotive trades, building trades, culinary arts, building and grounds maintenance, appliance repair, clerical, drafting, printing, nursing assistant and heavy equipment mechanics and operation. Enrollees are disadvantaged youth, ages 16-21. Current enrollment is 2200; staff, 818; and over 15,000 graduates at the main center; a residential satellite land reclamation program established in 1972 has increased from 190 to 404 corpsmembers. Funded by U.S. Department of Labor (1966-).

Delta Vocational Rehabilitation Center
Greenville, Mississippi

Turnkey operation included administrative, health services, education, evaluation and training in joint project with state nonprofit foundation and Department of Vocational Rehabilitation. Total trainees numbered 440, staff 110. Singer established five industrial workshops on former air base to train displaced rural, disadvantaged adults; production under subcontract to several new industries attracted to area by this project. Cited for special recognition by U.S. Department of Health, Education and Welfare. Funded by HEW and Ford Foundation (1968-1970).

Illinois Youth Survey

Analysis of the role of vocational, educational and attitudinal training programs in youth correctional institutions and forestry detention camps. Funded by Illinois Youth Commission (1968).

NAB-JOBS Programs (2)

Conducted administrative and supportive services to prepare hard-core unemployed for jobs in Binghamton, New York, (Chamber of Commerce Consortium) and at Singer Division in Chicago. Funded by U.S. Department of Labor (1970-1971).

Operation Young Adults
Rochester, New York

Evaluated experimental work-study and dropout prevention program, three components. Funded by U.S. Department of Labor (1970-1971).

Performance Contracting Experiment
Seattle, Washington; McComb, Mississippi;
Portland, Maine

One of six educational technology companies selected for national experiment in performance contracting in the public schools. Contracts involved 3300 students, grades 1-3 and 7-9, for accelerated learning achievement in reading and mathematics. Funded by the U.S. Office of Economic Opportunity (1970-1971).

Monroe County
Corrections/Rehabilitation Program
Rochester, New York

Provided vocational evaluation, education, job survival skills, job placement and support services for 850 probationers, parolees, jail inmates and work releasees at two sites. Funded by Law Enforcement Assistance Administration, U.S. Department of Justice (1970-1974).

Youth Opportunity Program
Rochester, New York

Evaluated juvenile delinquency prevention techniques being tested by seven inner-city, youth-oriented agencies. Funded by Law Enforcement Assistance Administration, U.S. Department of Justice (1971-1972).

WIN Program
Glasgow Air Force Base, Montana

Provided education, counseling, clerical training, nurse's aide training, and job placement support to 60 welfare clients, primarily Indian women. Added CETA clients in 1976. Funded through U.S. Department of Labor (1971-1981).

WIN Program
Blackfoot Indian Reservation, Montana

Provided same services as Glasgow facility (1971-1981). Added CETA clients in 1976 and Title VII Native American Private Sector Initiative Program (NAPSIP) clients in 1980. Served 130 students annually.

Monroe County Social Services - Vocational Rehabilitation Project
Rochester, New York

Currently providing vocational evaluation, education, counseling, job survival skills, work experience, job placement and support services for over 500 clients from the Office of Vocational Rehabilitation (OVR), Department of Social Services (DSS), City and County CETA, Veterans Administration (VA), and Commission for the Visually Handicapped (CVH); satellite established in 1977. In 1980, began work experience program and an EDGE program for ex-offenders. All CETA services are provided under Title IIB. Funded by U.S. Departments of Labor and Health, Education and Welfare; New York State Department of Education; and Veterans Administration (1972-   ).

San Jose Job Corps Center
San Jose, California

Provides education, counseling, residential living, administrative and support services for 225 male and female enrollees, ages 16-21, at main center; 95 at nonresidential satellite established in 1977, which includes WIN and child care. Monitors vocational training conducted by local manpower training agencies. Funded by U.S. Department of Labor (1972-   ).

Detroit Job Corps Center
Detroit, Michigan

Provides education, counseling, residential living, administrative and support services for 150 residential and 155 nonresidential enrollees. Vocational skill training in automotive mechanics, welding, building maintenance, clerical occupations and health occupations. Funded by U.S. Department of Labor (1972-   ).

Job Corps Strip Mine Reclamation Training Project
Muhlenberg and Hopkins Counties, Kentucky

Pioneer Job Corps project combines the reclamation of former strip-mining land for recreational, conservational and industrial use with training in heavy equipment operation and repair, carpentry, electrical installation and cooking. Initially designed to train 200 corpsmen, the program in 1979 doubled to 404 training slots, became coeducational, added new skill training and expanded its facilities. Funded by U.S. Department of Labor with land provided by State of Kentucky (1972-   ).

SIDPERS
Washington, D.C.

The Department of the Army contracted with Singer to provide training support and technical expertise to facilitate the integration of a computerized personnel system in all Army installations. Specific tasks included editing and preparing four User's Manuals, developing a Program of Instruction, and creating audio-visuals for training Army personnel in use of the system (1973-1975).

Excelsior Springs Job Corps Center
Excelsior Springs, Missouri

Provides support, education and vocational training for 405 residential and nonresidential enrollees. Vocational training on center in health services, food services, business and clerical, and building trades. Began adding nonresidential satellites in 1977; 190 in St. Louis and 50 in St. Joseph. The St. Louis Satellite became a part of the St. Louis Job Corps Center in 1979. Funded by U.S. Department of Labor (1974-   ).

Corrections Counseling and Training
Detroit, Michigan

Provided an opportunity for 30 youthful offenders to participate in Job Corps training and receive specialized counseling services. At the end of the probation term, enrollees continued in Job Corps. State of Michigan, Department of Corrections (1974-1975).

CETA
Detroit, Michigan

Automotive and welding training utilizing the Job Corps' shop facilities to train 55 enrollees. Funded by City of Detroit (1974-1975).

CETA
Rochester (Monroe County), New York

Range of available services includes assessment, vocational evaluation, education, counseling, job survival skills and job placement. Under Title IIB, various components are provided to 366 city and county CETA clients.

Career Orientation Unit (CETA)
St. Louis, Missouri

Implementation of full assessment program, including academic, vocational and personal evaluation for 2400 CETA clients in turnkeyed operation. Funded by U.S. Department of Labor (1975-1977).

Houston Assessment Center (CETA)
Houston, Texas

Annually provided vocational evaluation, academic testing, and counseling services for 2500 CETA Title IIB clients. In 1980 added follow-up services for referred clients who failed to report for intake. Funded by U.S. Department of Labor (1975-1981).

Singer Career Development Center
Denver, Colorado

Career Assessment, Career Preparation and Career Placement Services offered to private and agency clients. Contracted with Denver Manpower Administration for provision of services to CETA regular and Summer Youth clients; other client sources: Vocational Rehabilitation, WIN, Veterans Administration, Vietnamese refugees, other governmental and private clients (1975-1979).

Glenmont Job Corps Center
Glenmont, New York

Provides full Job Corps residential and training program for 300 corpsmembers. Funded by U.S. Department of Labor (1978-).

Vocational Evaluation and Job Placement Services
Atlanta, Georgia

Provides vocational assessment, expert testimony, job modification and job placement to workers' compensation and other injury claimants, also private clients; serves surrounding states in the Southeast through mobile-unit capacity (1977-).

Singer Career Development Center
Dallas, Texas

Three modules—Career Assessment, Career Planning and Job Preparation—offered services to city CETA clients in Title I and Title III (youth) programs, and other governmental and private referrals (1977-1980).

Oklahoma City Assessment Center (CETA)
Oklahoma City, Oklahoma

Provided vocational evaluation, academic testing, and counseling services for 2078 CETA clients under Titles IIB, IID, IVA and VI. Funded by U.S. Department of Labor (1977-1981).

San Jose Job Corps Center Satellite
San Jose, California

Off-center satellite includes BRAC and WIN daycare components for nonresidents. Funded by U.S. Departments of Labor and Health, Education and Welfare (1977-).

Excelsior Springs Job Corps Center Satellites
St. Louis and St. Joseph, Missouri

Nonresidential satellite was initially implemented for 40 BRAC corpsmembers but later added 150 other training slots. In 1979, the St. Louis Satellite became part of the St. Louis Job Corps Center rather than a satellite of the Excelsior Springs Job Corps Center. St. Joseph enrolls 50 nonresidential corpsmembers in purchased vocational training and college programs. Funded by U.S. Department of Labor (1977-).

Cassadaga Job Corps Center
Cassadaga, New York

Provides education, training, and full support and administrative services for 275 residential enrollees, with certain subcontracted vocational skills offered off center. Funded by U.S. Department of Labor (1977-).

Susquehanna/Chesapeake Job Corps Centers
Port Deposit, Maryland

Two centers, sharing a common administrative core, provide a full Job Corps program to a combined total of 1200 residential corpsmembers. Funded by U.S. Department of Labor (1978-).

Sacramento Job Corps Center
Sacramento, California

Provides a total program for 312 residential and 48 nonresidential male and female corpsmembers. Funded by U.S. Department of Labor (1978-).

San Diego Job Corps Center
Imperial Beach, California

Provides a full Job Corps residential and training program for a coeducational population of 600 corpsmembers. Funded by U.S. Department of Labor (1978-).

Northlands Job Corps Center
Vergennes, Vermont

Provides a full Job Corps residential and training program for a coeducational population of 280 corpsmembers. Funded by U.S. Department of Labor (1978-).

Vocational Evaluation and Job Placement Services
Birmingham, Alabama

Provided vocational assessment, expert testimony, job modification and job placement to workers' compensation and other injury claimants, also private clients (1978-1979).

Singer Career Development Center
Seattle, Washington

Offered vocational assessment, counseling, employability development planning and placement services for city CETA clients and other governmental and private clients (1979-1981).

Eastern Comprehensive Employment and Training Center
Tempe, Arizona

Annually provides 1000 CETA clients with comprehensive employment and training services—outreach, intake, vocational evaluation, academic and special assessment, employability development, academic and clerical training, counseling, placement (competitive employment, work experience and OJT), and supportive follow-up. Funded by Maricopa (County) Employment and Training Administration under Titles IIB and IIC (1979-   ).

Memphis Assessment Center
Memphis, Tennessee

Serves 3980 CETA Title IIB clients annually by providing vocational evaluation, academic and special assessment, counseling, and placement in work experience jobs or in college. Funded by City of Memphis-Shelby County Consortium (1979-   ).

Nashville Assessment Center
Nashville, Tennessee

Serves 815 CETA participants annually by providing outreach, intake, educational and vocational assessment, employment orientation, job-search skills training, referral and placement. Funded by Metropolitan Nashville/ Davidson County, Tennessee, Private Industry Council (1980-   ).

Philadelphia Business Careers Training Center
Philadelphia, Pennsylvania

Provided business/clerical skills training, educational and vocational assessment, job development and placement in private-sector jobs for qualified CETA-eligible participants. The average weekly on-center strength was 55. Funded by the Private Industry Council of Philadelphia (1980-1981).

Eugene Center for Employment and Training
Eugene, Oregon

Served 500 CETA participants annually with comprehensive employment and training services—outreach, intake, vocational evaluation, classroom training, on-the-job training, adult work experience, and supportive follow-up. Funded by City of Eugene CETA system (1980-1981).

Prestonsburg Job Corps Center
Prestonsburg, Kentucky

Provides education, counseling, residential living, administrative and support services for 165 male enrollees, ages 16-21. Vocational skill training in construction trades. Funded by U.S. Department of Labor (1980-   ).

Employment and Training Center
San Francisco, California

Served 200 CETA Title IID clients annually by providing basic skills training, clerical skills training, world of work orientation and job search training. This program was certified by the State of California Office of Private Postsecondary Education. Funded by San Francisco Mayor's Office of Employment and Training (1980-1981).

4/1/82
4277A

The Bellevue Hotel

15 E STREET, N. W., WASHINGTON, D. C. 20001
TELEPHONE: (202) 638-0900

EXECUTIVE OFFICE

August 3, 1982

To Whom It May Concern:

As per your request, the Bellevue Hotel is pleased to present a preliminary proposal to accommodate members of the Page staff:

1. Bellevue would provide 50 rooms for a period of six (6) months-September 1982 through February, 1983, on a contract basis.
2. All rooms would be equipped for double occupancy.
3. All rooms have individually controlled heat and air conditioning, televisions, one dresser with two oversized drawers, a small table with two chairs, a closet and a bathroom with either a shower stall or combination shower and tub.
4. The monthly rate per room, double occupancy, would be $900.00 plus applicable taxes, if any.
5. Service provided each room:
   a) Daily change of towels and room inspection
   b) Weekly change of bed linens and thorough cleaning.
6. Rent for the contracted rooms would be due in advance each month.
7. Incidental charges incurred by individual guest would be payable weekly.
8. Assuming the number of boys vs girls allowed, they would be placed on separate floors (or separate wings).

As you know, the Bellevue Hotel is a commercial hotel and therefore cannot accept responsibility for the Pages or their actions any differently than we would any other guest. We do provide what we consider to be reasonable security for our property and our guests.

The Bellevue has catered to student groups in the past (Exeter-Andover) and have found the following regulations to be necessary:

1. Alcoholic beverages will not be served to members of a student group (regardless of age)
2. Parties in guest rooms will not be allowed.
3. Known drug use or possession will not be tolerated.
4. Rooms are expected to be reasonably quiet by midnight.
5. Damages to guest rooms and contents will be charged to the group leader/school/etc.

We would be interested in knowing what requirements, requests, rules or regulations you may develop in regard to the Page's activities.

The Bellevue would be pleased to accommodate 100 Pages during this period of time assuming our mutual interests can be satisfied.

Cordially,

Cecil B. Keen
Vice President and General Manager

CBK/kbw

419 East Capitol Street
Washington, D.C. 20003
August 2, 1982

Telephone (202) 547-3228

Speaker's Commission on the Pages
c/o Mr. Patrick J. McDonough
Deputy Director
Office of the Doorkeeper
Room H-128
Capitol
Washington, D.C. 20515

Dear Mr. McDonough:

I am a general partner of Capitol House Associates, a District of Columbia limited partnership, which owns a 43-unit apartment building located at 305 C Street, N.E., called "Capitol House."

I understand that the Congress is interested in securing housing on a rental basis for Pages effective September 1. On behalf of Capitol House Associates, I would be in a position to make 22 units in Capitol House available on September 1 and an additional seven units by October 1, subject to the following terms:

1) The lessor of the apartments would be the Congress, which would pay the agreed rent on a monthly basis with a single check.

2) The rent for efficiencies would be $500 per month plus utilities and for one-bedroom units $750 per month plus utilities. A maximum of two Pages would reside in the efficiency units and three in the one-bedroom units.

3) The Congress would provide for an adult to live in the building, who would be responsible for the conduct of the Pages. Taking that person into account, we could provide housing at Capitol House for 44 Pages effective September 1 and for an additional 18 Pages effective October 1. Ultimately, Capitol House could accommodate as many as 101 Pages.

4) The Congress would reimburse Capitol House Associates if any damage were done to the property by the Pages.

Speaker's Commission on the Pages
August 2, 1982
Page Two

We would, of course, contemplate a written agreement with the appropriate Congressional body consistent with the foregoing terms.

In addition to the units at Capitol House referred to above, I would also be in a position to make available apartments in other buildings located near the Capitol on the same terms as follows:

Location	No. of Units
412 Third Street, N.E.	4 units (12 Pages)
21 Sixth Street, N.E.	4 units (10 Pages)

I would be pleased to discuss with you in more detail the needs of the Congress and how Capitol House Associates and I might assist in meeting them.

Sincerely,

Steven L. Cymrot

Steven L. Cymrot

Phone Area Code 202 628-8140

C. W. McCUTCHEN
PRESIDENT

R. VANCE BRYCE
MANAGING DIRECTOR

HOTEL
HARRINGTON

Washington, D. C. 20004

August 3, 1982

Mr. Con McGrath
Speakers Committee on the
Pages, Room H 128
U. S. Capitol Building
Washington, D. C.

Dear Mr. McGrath:

In reference to our telephone conversation, this is to advise that we could accommodate your group on two floors of the hotel. One floor would have approximately forty rooms and the second floor twenty rooms, depending on the number of rooms needed. All the rooms have color televisions and most rooms have a tub and shower. Perhaps two or three rooms on each floor would have only a shower. The daily rate would be $25.00 per room each night for one year. We would be glad to feed these Pages in our cafeteria at the following rates: breakfast $2.00; lunch $3.00 and dinner $4.00. A brochure of the hotel is enclosed showing the facilities we have available.

I have a suggestion to make regarding whatever hotel is selected that a government supplied Police Officer or Guard be stationed on each floor, especially from 4 P.M. to 8 A.M. There certainly would be some people who would try to molest these young people. I will be glad to discuss the matter with anyone regarding our facilities or any problems that may arise.

For your information, the Harrington Hotel has housed large numbers of school children for the last forty years.

Sincerely,

HARRINGTON HOTEL

R. V. Bryce
Managing Director

RVB/mp
enclosure

For reservations, call our toll-free number: 800-424-8532

Quality Inn
Central
1190 N. Courthouse Rd., Arlington, VA 22201
Phone (703) 524 4000

AUGUST 2, 1982

TO: THE SPEAKER'S COMMISSION ON THE PAGES

QUALITY HOTEL CENTRAL IS VERY INTERESTED IN HOUSING THE CONGRESSIONAL PAGES. THE FOLLOWING PROPOSAL IS BASED ON A 6-MONTH, 7-DAYS A WEEK LEASE AT $20.00 PER PAGE PER DAY BASED ON DOUBLE OCCUPANCY. QUALITY HOTEL CENTRAL WILL PROVIDE THE FOLLOWING SERVICES:

•DAILY FREE CONTINENTAL BREAKFAST:
EACH MRONING QUALITY HOTEL CENTRAL WILL OFFER AT NO COST, A CONTINENTAL BREAKFAST CONSISTING OF:

-JUICE
-COLD CEREAL
-DANISH OR DONUTS
-COFFEE/TEA/SANKA/MILK

•MAID SERVICE:
ALL SLEEPING ROOMS WILL RECEIVE FULL HOTEL MAID SERVICE TWICE WEEKLY. ADEQUATE BATH SUPPLIES PROVIDED WILL INCLUDE FOR EACH PERSON:

-WASH CLOTHS
-BATH SOAP
-BATH TOWELL
-BATH MAT
-WATER GLASSES
-ICE BUCKET

ADDITIONAL BATH SUPPLIES ARE AVAILABLE UPON REQUEST.

•TELEPHONES:
THE HOTEL WILL PROVIDE IN-HOUSE TELEPHONE COMMUNICATIONS FOR PAGES. INCOMING TELEPHONE CALLS WILL BE PUT THROUGH TO THE APPROPRIATE ROOMS. IF NO ANSWER, A MESSAGE WILL BE TAKEN AND THE PARTY NOTIFIED IN FULL ACCORDANCE WITH HOTEL PROCEDURES.

*INCOMING MAIL:

ALL MAIL WILL BE DISTRIBUTED TO PAGES IN ACCORDANCE WITH HOTEL PROCEDURES.

*COLOR T.V.:

EACH ROOM WILL HAVE A COLOR TELEVISION.

*HEAT AND AIR CONDITIONING:

EACH ROOM IS EQUIPPED WITH INDIVIDUAL HEAT AND AIR CONDITIONING UNITS.

*WAKE-UP CALLS:

WAKE-UP CALLS WILL BE PROVIDED TO EACH PAGE AS HE/SHE REQUIRES.

*BREAKFAST,LUNCH AND DINNER:

OUR FULL SERVICE RESTAURANT IS OPEN FROM 6:30AM TO 10:00PM, MONDAY THROUGH FRIDAY AND 8:00AM TO 10:00PM ON WEEKENDS.

*SECURITY:

QUALITY HOTEL CENTRAL EMPLOYS THREE RESIDENT MANAGERS IN ADDITION TO A UNIFORMED SECURITY GUARD ON THE PROPERTY EACH NIGHT. LODGING ACCOMMODATIONS INCLUDE A PRIVATE COVERED ENTRANCE AND EACH GUEST ROOM IS EQUIPPED WITH A SMOKE DETECTOR.

*LOCATION:

QUALITY HOTEL CENTRAL IS LOCATED ONE BLOCK FROM THE ARLINGTON COUNTY COURTHOUSE AND POLICE STATION. IT IS ALSO CONVENIENTLY SITUATED TWO BLOCKS FROM THE COURTHOUSE METRO ON THE ORANGE LINE, RESTAURANTS, MOVIE THEATRES AND SHOPPING ARCADES. WE ARE LOCATED BY CAR, 15 MINUTES TO CAPITAL HILL AND SITUATED IN A COUNTRY SETTING ACROSS FROM ARLINGTON CEMETERY.

*RECREATION:

- OLYMPIC SIZE POOL
- HORSESHOE PITS
- ADJACENT TO TENNIS COURTS, BASKETBALL COURTS, PLAYGROUND AND JOGGING TRAILS

Students are housed two to a room with each student having their own bed. Male and female students will be housed on separate floors. If it is necessary to house male and female students on the same floor, accommodations will be in separate areas on the same floor.

QUALITY HOTEL CENTRAL looks forward to working with you in providing a successful housing program for Congressional Pages for the 1982/83 period. It is our hope that this proposal will meet all of your immediate needs. If we have over looked any services which you wish to have included, we would be more than happy to discuss them.

Submitted By:
QUALITY HOTEL CENTRAL

Tim Coglan, Regional Manager
Washington D.C. Region

Bill Todd
National Account Executive

Edmund L. Henshaw, Jr.
Clerk

W. Raymond Colley
Deputy Clerk

Office of the Clerk
U.S. House of Representatives
Washington, D.C. 20515

July 21, 1982

MEMORANDUM TO: Honorable Bill Alexander, Chairman
The Speaker's Commission on the Pages

FROM: Honorable Edmund L. Henshaw, Jr. E.L.H.
Clerk of the House

SUBJECT: Page School Contract

As you are aware, the Clerk of the House and the Secretary of the Senate under existing law effect the contract for the operations of the Capitol Page School with the District of Columbia School Board. The contract has been developed with the general concurrence of other concerned and involved House-Senate Officers and Committees, namely: the House Doorkeeper, the Senate Sergeant at Arms, the Committee on House Administration and the Senate Committee on Rules. The existing contract, a copy of which is enclosed, expires August 31, 1982. Preliminary discussions have been initiated with the D. C. School Superintendent regarding a new contract for the school year beginning in September. However, it is not anticipated that final provisions will be developed until current policy discussions on the future of the Page School are concluded within the House and Senate and between the two Houses. If these are not concluded by the end of August, however, it would seem that consideration should be given to the signing of a contract similar in nature to the one attached.

Enclosed are copies of recent communications between the Clerk of the House and the D. C. Superintendent of Schools, including a brief financial report. Also enclosed is a copy of the testimony on the House Budget for Fiscal Year 1983 concerning the Page School (note pages 44-55). A budget request is pending for FY 1983 of $271,000, which includes a proposal for an additional teacher position. It is expected that the Subcommittee on the Legislative Branch will mark up the FY 1983 appropriations within the next few days.

If you desire further information from this office on this matter, or if you have comments or suggestions that should be immediately considered in the formulation of a new contract with the D. C. School Superintendent, please contact the Deputy Clerk, W. Raymond Colley.

CONTRACTUAL AGREEMENT BETWEEN
BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
AND
THE CLERK OF THE HOUSE AND THE SECRETARY OF THE SENATE

Agreement made September 9th, 1981, between Mrs. Floretta D. McKenzie, Superintendent of Schools, as representative of the Board of Education of the District of Columbia, and the Honorable William F. Hildenbrand, Secretary of the Senate, and the Honorable Edmund L. Henshaw, Jr., Clerk of the House of Representatives.

Recitals

1. The Capitol Page School is operated for the Congress and Supreme Court of the United States by the Board of Education of the District of Columbia to provide educational programs and instruction to young men and women while they are serving as pages for the Congress and Supreme Court of the United States, and also for such minors who, as Congressional employees, are certified by the Secretary of the Senate and the Clerk of the House of Representatives to receive such education.

2. The Secretary of the Senate and the Clerk of the House of Representatives, acting jointly, are authorized and directed to enter into an agreement with the Board of Education of the District of Columbia for the education of Congressional pages and pages of the Supreme Court and also for such other minors who, as Congressional employees, are certified by the Secretary of the Senate and the Clerk of the House of Representatives to receive such education in the public school system of the District pursuant to 2 U.S.C. §§88a and 88b.

3. For purposes of this agreement, a page shall be a person appointed as such pursuant to 2 U.S.C. §88b-1.

4. The facilities to be used for the education of the pages and other minors referred to herein, for the duration of this agreement, shall be located on the third floor of the Library of Congress building and shall be hereinafter referred to as the Capitol Page School.

In consideration of the reciprocal promises and agreements of the parties hereto, it is hereby âgreed that:

1. All pages and other minors referred to herein shall be entitled to admission to the Capitol Page School and shall receive instruction therein so long as they be in good standing with the rules, regulations and orders promulgated by the School Superintendent, the Board of Education, or the individuals referred to in clause 4 herein.

2. All pages and other minors referred to herein shall be entitled to, and shall receive like and equal instruction to that imparted to students of like ages, grades and departments as residents of the District of Columbia. All rights and privileges enjoyed by students of the District of Columbia school system shall be accorded to the pages and other minors referred to herein on an equal basis.

3. The terms of this agreement shall be in effect for the period commencing September 1, 1981 and ending August 31, 1982. This agreement shall not supersede any applicable rule or regulation of the United States House of Representatives or Senate.

4. All cases of dispute and discipline arising under the rules, regulations, and orders referred to in clause 1 herein, and all other day to day operations shall be referred to the Honorable Howard S. Liebengood, Sergeant at Arms and Doorkeeper, representing the Senate, and the Honorable James T. Molloy, Doorkeeper, representing the House of Representatives.

5. The Clerk of the House shall pay a sum to be appropriated by Congress to the Board of Education of the District of Columbia for the operation of the Capitol Page School for the duration of this agreement. Said sum shall be paid on a quarterly basis to the Board of Education of the District of Columbia in four equal installments.

6. For the sum provided in this agreement, the Board of Education of the District of Columbia shall provide the following goods and services:

   a. Six teachers, one administrative aide, and one principal.

   b. Any Substitute Services and/or Extra Duty Pay that are deemed necessary for the operation of the school.

   c. Personnel benefits for the educational and administrative staff serving at the Capitol Page School while this agreement is in effect.

   d. Any non-personnel expenses incurred by the Capitol Page School while this agreement is in effect. Included in this category, but not limited thereto, are rent, contractual services, direct purchases, athletic uniforms, subscriptions, instructional supplies, textbooks, library books and equipment.

7. The Board of Education of the District of Columbia will maintain adequate accounting records which record and classify actual costs incurred in accordance with generally accepted accounting principles. A report shall be submitted on a quarterly basis to the Secretary of the Senate and the Clerk of the House of Representatives.

8. The terms of this agreement shall supersede all other agreements between the parties not in accordance herewith.

Adopted on this 9th September day of 1981, by Mrs. Floretta D. McKenzie, Superintendent of Schools, as representative of the Board of Education of the District of Columbia and the Honorable William F. Hildenbrand, Secretary of the Senate, and the Honorable Edmund L. Henshaw, Jr., Clerk of the House of Representatives.

Superintendent of Schools
District of Columbia

Secretary of the Senate

Edmund L. Henshaw, Jr.
Clerk of the House of Representatives

W. Raymond Colley
By: Deputy Clerk of the House of Representatives

July 14, 1982

Mrs. Floretta D. McKenzie
Superintendent of Schools
Board of Education of the
District of Columbia
415 12th Street, N.W.
Washington, D.C. 20004

Dear Mrs. McKenzie:

Enclosed please find our United States Treasury check in the amount of $61,000.00 representing payment of the fourth quarter for professional services provided by the District of Columbia in the operation of the Capitol Page School.

As you may know, the Clerk of the House and the Secretary of the Senate enter into an agreement with the Board of Education of the District of Columbia to provide educational programs and instructions for the Pages working in Congress. The Clerk's Financial Officer, Mr. R. S. McGuire, will coordinate the formulation of the contract. If you or your staff have any suggestions regarding next year's contract, please contact Mr. McGuire through my office (telephone 225-6514). It is necessary that this agreement be finalized prior to commencement of the 1983 academic year; therefore, any comments should reach us by July 30, 1982.

Further, I have the responsibility for formulating and presenting to the Appropriations Committee the annual funding requirement of the House of Representatives. The item for education of Pages is included in this requirement. It would be most beneficial if you could provide your estimate of requirements for FY '84 by October 1, 1982.

If I can be of assistance, please do not hesitate to contact me.

With kind regards, I am

Sincerely,

EDMUND L. HENSHAW, JR., Clerk
U.S. House of Representatives

Enclosure

Standard Form 1080
Revised May 1970
2 Treasury FRM 2500
1080-108

VOUCHER FOR TRANSFERS BETWEEN APPROPRIATIONS AND/OR FUNDS

SCHEDULE NO.

BILL NO.

PAID BY

Department, establishment, bureau, or office billing

D.C. Board of Education

Department, establishment, bureau, or office billed

Office of the Clerk
U.S. House of Representatives
Washington, D.C. 20515

ORDER NO.	DATE OF DELIVERY	ARTICLES OR SERVICES	QUANTITY	UNIT PRICE		AMOUNT
				COST	PER	DOLLARS AND CENTS
	7/07/82	Reimbursement for the operation of the Capitol Page School in accordance with H.R. 4120. 4th quarter.				$61,000.00
					TOTAL	$61,000.00

Remittance in payment hereof should be sent to—

D.C. Public Schools
Finance Office, Room 610
415 - 12th St. N.W.
Washington, D.C. 20004

ACCOUNTING CLASSIFICATION—*Billing Office*

GA-100-1321

CERTIFICATE OF OFFICE BILLED

I certify that the above articles were received and accepted or the services performed as stated and should be charged to the appropriation(s) and/or fund(s) as indicated below; or that the advance payment requested is approved and should be paid as indicated.

(Authorized administrative or certifying officer)

(Date)

(Title)

ACCOUNTING CLASSIFICATION—*Office Billed*

Paid by Check No.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
PRESIDENTIAL BUILDING
415 12TH STREET, N.W.
WASHINGTON, D.C. 20004

SUPERINTENDENT

(202) 724-4222

July 14, 1982

The Honorable Edmund L. Henshaw
Clerk
U.S. House of Representatives
Washington, D.C. 20515

Dear Mr. Henshaw:

As required by Appropriation Bill H.R. 7593, Paragraph 7, and your memorandum of September 4, 1980, enclosed you will find the Third Quarter Financial Report for the Capitol Page School for Fiscal Year 1982. Also attached is a list of persons who provide tutoring services for the Pages.

As stated in the contract, we will continue to provide financial reports through August 31, 1982, along with any other information or assistance you may require.

Sincerely,

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

FDMcK:vp

Enclosures

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
THIRD QUARTER REPORT
CAPITOL PAGE SCHOOL
FY-82

	FY-82 ALLOTMENT	ACTUAL EXPENDITURES 10/1/81-5/31/82	TOTAL PROJECTED EXPENDITURES 6/1/82-8/31/82	ESTIMATED FY-82 UNEXPENDED BALANCE
EXPENDITURES				
Personnel Compensation	$ 220,500	156,607	44,966	18,927
Non-Personnel items	23,500	575	22,925	-0-
Grand Totals	$ 224,000	157,182	67,891	18,927

REVENUES	1st QUARTER	2nd QUARTER	3rd QUARTER
1321	61,000	61,000	122,000

ATTACHMENT

TUTORS

Listed below you will find employees who render tutoring services to the Pages.

NAMES

Blanche Williams
Marie Thompson
Leo Balducci
Clare Godfrey
John Hoffman
Joseph McGrath
Howard White
Zachary Jeffers

Washington, D.C. 20515

August 9, 1982

The Honorable Bill Alexander, Chairman
Speaker's Commission on Pages
United States Capitol
Washington, D. C. 20515

Dear Mr. Chairman:

In response to your request for a revised cost estimate which would reflect the use of the second and third floors of the Congressional Hotel, House Office Building Annex #1, as a dormitory for pages, I am pleased to provide the following information:

Retrofitting plumbing and miscellaneous renovations for dormitory use.........	$ 70,000	
Two fire escape installations to third floor..........................	100,000	
Conversion of space on first floor to dayroom............................	15,000	
Contingency............................	15,000	
Subtotal................................		$ 200,000
Furniture and furnishings to be purchased by the Clerk................	125,000	
Total..................................		$ 325,000

The use of escape slides for dormitories or, for that matter, office buildings is precluded by the life safety code. Thus no estimate was prepared for such installations.

I shall, of course, be pleased to provide any additional information you may deem desirable.

Cordially,

George M. White, FAIA
Architect of the Capitol